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ABSTRACT

The Office of Educational Accountability has compiled and analyzed indicators of progress in developing a statewide accountability system in Minnesota. This report focuses on the state as a whole, not on specific schools or districts. Chapter 1 is an introduction to Minnesota's accountability history and current concerns. Chapter 2 examines educational accountability at the state and federal levels. Quality-control measures to ensure accuracy of test results are emphasized, especially in the aftermath of a scoring error found in a Basic Standards Test in mathematics. Allowing parents and students to review student test results is also recommended. Chapter 3 describes the students and such teaching resources as funding and staff. Chapter 4 discusses course work, attendance rates, grade promotion, and graduation rates. Chapter 5 covers student achievement in statewide tests. Chapter 6 offers major conclusions and/or recommendations in the areas of per-pupil expenditure, teacher salaries, ACT scores of high school seniors, ethnic differences in attendance and promotion rates, 4-year graduation rates, statewide test scores in reading and math, social promotion rates, and enrollment changes. A review of expectations for school performance standards established by other states, to comply with federal Title I requirements, is provided in chapter 2. Appendix A is a glossary. Appendix B gives student scores on the Minnesota Comprehensive Assessments and Basic Standards Tests. (Contains 21 tables and 37 figures.) (RKJ)

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MINNESOTA
Education Yearbook

The Status of Pre-K–12 Education in Minnesota

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Minnesota Education Yearbook

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EXECUTIVE SUMMARY

The mission of the Office of Educational Accountability (OEA) is to analyze and report on the needs of students and the condition of K–12 education in Minnesota as these are reflected in a comprehensive set of indicators. Reports are designed to inform and facilitate the improvement of elementary and secondary education statewide.

The 1997 Omnibus Education Bill, which authorized the OEA, charged the office with advising the education committees of the Minnesota Legislature and the Commissioner of the Department of Children, Families & Learning as to whether the statewide educational accountability and reporting system includes a comprehensive assessment framework that measures school accountability for the goals described in the state's results oriented *Graduation Rule.* Therefore, in addition to data on the schools and students of Minnesota, this report also covers progress to date in the development of a statewide accountability system and steps needed to further that system.

This report is only one aspect of the Minnesota educational accountability reporting system. In order to monitor improvements in education statewide, one must track information statewide. Therefore, the focus of this report is on Minnesota as a whole; or on portions of the state that cut across districts. Information about individual schools and districts can be accessed through the Department of Children, Families & Learning Web site (http://cfl.state.mn.us) or the OEA Web site (http://education.umn.edu/oea/).

ORGANIZATION OF THIS REPORT

After a brief introduction to the report in Chapter 1, Chapter 2 examines educational accountability at the federal and state levels as well as developments in Minnesota's statewide assessments. This review leads to recommendations for the assessment and accountability policies and procedures in Minnesota. Chapter 3, entitled "Educational Inputs and Processes," describes the students in Minnesota's K–12 system and the resources through which educational results are obtained. These resources include the funding of our schools and the teaching staff in our classrooms. By describing the resources through which educational results are obtained, Chapter 3 sets the stage for the description of those results in Chapters 4 and 5.

Chapter 4 discusses coursework, attendance rates, grade promotion and graduation rates among Minnesota's K–12 students. Chapter 5 covers student achievement as reflected in statewide tests. Chapter 6 addresses our major conclusions and recommendations for Minnesota's education system.

STATEWIDE ASSESSMENT AND ACCOUNTABILITY

Since 1996, when the *Basic Standards Tests (BSTs)* were first administered, Minnesota's accountability system has undergone significant changes. Currently, it includes statewide assessments in third, fifth, eighth, and tenth grades.

Public reporting occurs for the state as a whole as well as for individual districts and schools, based on indicators including achievement, graduation rates, and attendance.

In the aftermath of the scoring error on the *Basic Standards Test* in mathematics, the most immediate need in statewide assessments is for the implementation of quality control measures to ensure the accuracy of test results. Chapter 2 contains our suggestions for such measures. The Department of Children, Families & Learning also needs to revise its policies regarding access and review of test results by parents and students. The department also needs to consider releasing operational *BST* items to the public in the future.

To complete Minnesota's array of statewide assessments as dictated by federal requirements, a statewide assessment is needed in the high school years. To keep testing time within reasonable limits, no more than five or six subject areas seem feasible.

Minnesota will also need to establish performance benchmarks applicable to Title I schools in order to meet federal requirements. Often these are called Adequate Yearly Progress Standards and as yet, Minnesota has implemented no such standards. In establishing such standards, three questions must be answered: What will the standards be? Will they apply to all schools or just Title I schools? What steps will be taken to assist schools that are neither meeting the standards nor making progress toward them?

Setting standards for schools requires addressing the question: How good is good enough? If standards are set correctly, they can provide clear expectations for schools, serve as an incentive to improve, and direct assistance to under-performing schools.

EDUCATIONAL INPUTS AND PROCESSES

In 1999, for the first time in more than a decade, overall enrollments in Minnesota declined, if only slightly. However, this trend varied by region of the state and grade level. In the Twin Cities suburban districts, enrollments continue to grow. There is a greater decline at the elementary level than at the secondary level. The declines in elementary enrollments may foreshadow declines in the secondary level in the next few years. Minority enrollments are increasing throughout the state and schools must be prepared to educate an increasingly diverse population of students.

In the most recent year for which data were available, Minnesota's per pupil expenditure was 8% above the national average, placing Minnesota 13th in per pupil funding as compared to other states. To its credit, Minnesota's efforts to equalize school resources for students irrespective of their economic background seems to be producing some success. Districts with high concentrations of low-income students have funding levels similar to other districts in the state, although the level may or may not be adequate to the needs of those schools.

In the most recent year for which data from other states were available, the mean salary for full-time teachers in Minnesota was within 2% of the national average and placed Minnesota 19th among the 50 states. While salaries are only slightly above the national average, they are competitive compared with neighboring states. As the teaching faculty in Minnesota ages, increased retirement can be expected. An ample supply of new teachers each year in some areas (e.g., elementary education, high school social studies, and high school English), combined with an end to the growth in overall enrollments statewide, may suffice to meet the expected increase in teaching vacancies for those fields. Nevertheless, the state and the districts will need to develop policies for recruiting, training, and retaining well-qualified teachers, particularly in fields where teachers may be in short supply (e.g., high school science, technology, and some special education areas).

COURSEWORK, ATTENDANCE, GRADE PROMOTION, AND GRADUATION

Throughout the early and mid-1990s, *ACT* test-takers, who constitute the bulk of college-bound seniors, were increasingly better prepared. The proportion of students with the recommended high school coursework increased steadily, although it never rose above 73%. In 1999, it fell slightly to 71% and stayed at 71% in 2000. While this decline is small, average composite scores also declined in 1999 and 2000. Students lacking the recommended coursework have lower average composite scores than students with the recommended coursework. There remains a large gap in coursework preparation between Asian and White *ACT* test-takers, on the one hand, and American Indian, Black, and Hispanic test-takers on the other. The goal should be to improve the number of students with recommended coursework and to eliminate ethnic differences in preparation.

Just as there are ethnic differences in high school coursework preparation, there are corresponding ethnic group differences in attendance. The differences are small in the elementary grades, but grow more substantial in high school. Differences in attendance rates exist for American Indian, Asian, Black, and Hispanic students, particularly in high school. For Minnesota schools, adapting to a more diverse student body will mean, in part, continuing to work with parents and community leaders to close the attendance gaps. The support of parents and community leaders is critical.

The Clinton administration has proposed eliminating social promotion. A number of states and districts have moved to do so. In the data reported here for the academic years 1999 and 2000, promotion to the next grade was almost universal (99% or greater) from grade 2 through grade 8. Ethnic differences in promotion rates exist, particularly in kindergarten, first grade, and high school grades 9 through 12. White students were promoted at higher rates than non-White students. Students with lower attendance were promoted at lower rates.

If promotion to the next grade is almost universal in the middle years, graduation at the end of four years of high school is not. In the most recent high school completion data available (1999, the last year *before* students were required to pass statewide high school graduation tests), over 6,500 students did not graduate at the end of four years (and had not dropped out). These students constituted 10% of those who could be tracked from ninth grade through twelfth grade (or the point at which they dropped out).

In 1999, the four-year graduation rate was 76% for males and 82% for females. For the past two years, there has been a 6% difference in the graduation rate for boys and girls. While the male/female difference is nowhere near as large as the gaps among ethnic groups, it seems too large to ignore. To improve its graduation rate, a school or district may especially need to improve its graduation rate among boys.

In the two core cities, the four-year graduation rate, at 49%, was 3 percentage points higher than last year. The 1999 rate was less than 50% among Black, Hispanic, and American Indian students, although the Black graduation rate rose 3% last year to a still dismal 39%. Issues of attendance, grade promotion, and graduation rate are inseparable, and it will be difficult to improve graduation rates without continued improvements in high school attendance.

ACHIEVEMENT

The academic year 1999–2000 was a year of generally rising test scores state wide. Scores rose significantly in reading and math in both third and fifth grades. Pass rates also increased on the eighth grade reading test.

Despite the general increase in test scores, one disturbing trend has continued from last year. On the eighth grade mathematics tests, the pass rate rose a mere 2% from last year and was up only 1% from 1998. The pass rates for mathematics have been virtually flat for the last three years.

EQUITY

In education, discussions of equity revolve around gender and ethnicity. Throughout this report, differences in ethnicity are greater than gender differences and continue to be of greater concern. These differences start as early as kindergarten, with the differences in promotion rates. They continue through the grades in achievement, attendance, dropout and graduation rate data. Although there are signs of progress in attendance and achievement, there remains much work to be done. This is of particular concern as the student population in Minnesota becomes more diverse.

CONCLUSIONS AND RECOMMENDATIONS

Of the numerous conclusions and recommendations in this report, the following stand out:

- ***Achievement***

  Over the past two years, the percentage of students scoring at or above Level II on statewide *Minnesota Comprehensive Assessments* has risen by 5% in 3rd grade reading, 8% in third grade mathematics, 7% in fifth grade reading, 6% in fifth grade mathematics, and 12% in fifth grade writing. On the *Basic Standards Tests* that students must pass to graduate from high school, first time pass rates have risen by 12% over two years in reading. First time pass rates on the tenth grade *Minnesota Comprehensive Assessments* in writing rose only 1%, but that pass rate stands at 86%.

  First time pass rates for eighth graders taking the *Basic Standards Test* in mathematics remain a concern, having risen only 1% in two years. Of the three basic standards areas (reading, mathematics, and writing) first time pass rates are lowest in mathematics, and the basic standard in mathematics remains the most difficult of the three for students to meet.

  Among the largely college-bound Minnesota high school juniors and seniors taking the *ACT* college admissions test, scores fell slightly for the second year in a row. The coursework preparation of students taking the test is also down from 1998 levels.

  Social Promotion

  Promotion rates rose from a low of 96.7% in kindergarten to a high of 99.7% in grades 5 and 6 where promotion to a higher grade is almost universal. After grade 6, promotion rates slowly declined to 97.8% by grade 11. Even as early as kindergarten, promotion rates vary by ethnicity and income status. At every grade, students with higher attendance rates were less likely to be retained in grade.

- *Enrollment Trends*
  For the first time in over a decade, total K–12 enrollments in Minnesota schools declined, if only slightly. The Minnesota State Demographic Center had predicted that enrollments would peak in 2000. The number of minority, suburban, and secondary students continues to grow, if at a slower pace. The enrollments in lower grades would suggest that the overall enrollment decline would continue for several years. If so, some school districts will struggle with an adjustment to a smaller enrollment base. The projected enrollment decline may, to some degree, offset the much-discussed need for new teachers.

- *Reporting Test Results*
  The Department of Children, Families & Learning (CFL) needs to institute new quality control measures to ensure the accuracy of test results. It should also revise and document its policies allowing parents and students to review their test results and consider releasing some future, operational *BST* test items to the public.

  The experience of last spring clearly indicates that CFL cannot rely solely on the test contractor to ensure the accuracy of results. Therefore, the department will need to implement a number of steps to check the work of the contractor (See Chapter 2 for a detailed list of recommendations).

  Beyond adding quality control steps to oversee the contractor, CFL needs to document in writing its policies allowing parents and students to review their test results. At a minimum, students and parents should have the opportunity to review the items and the student's responses under the supervision of a qualified CFL employee at sites conveniently located around the state. Should CFL decide to publicly release test forms, then students should receive a copy of their answers as feedback on their performance.

  Releasing test forms increases the cost of testing because items cannot be reused on future forms. It must be understood that items from released forms of the test cannot be reused and funds would need to be allocated for preparation of additional items. Furthermore, release of items to parents is no substitute for quality control checks prior to release of data. While parents or students may find errors after release of test items and data, the goal is to eliminate such errors prior to release of scores to students, schools, and districts.

CHAPTER 1
INTRODUCTION

As Minnesota's schools move into the twenty-first century, they are continuing the educational reforms begun in earlier decades: open enrollment, charter schools, post-secondary enrollment options, statewide testing, and *Graduation Standards*. At the same time, they are facing new challenges. As the teaching force ages and larger numbers of teachers retire from the profession, many schools may need to recruit and mentor more new teachers than in recent years.[1] The Minnesota State Demographic Center is predicting a decline in enrollment statewide that may blunt the need for new teachers, at least in some parts of the state, but such an enrollment decline poses its own challenges.[2]

In the face of these new challenges, and continuing reform efforts, we must never forget that education is a collaborative effort. Success depends, not just on the school staff (who must be well trained) and students (who need to be active, engaged learners), but also on quality parenting and the support of the wider community in which the schools exist. K–12 education builds on what students have learned as preschoolers from their parents, early childhood educators, and others. The state, district, and school results being reported in the accountability system can only be understood in the full context of families, communities, and early childhood education broadly defined.

Improvement of any process or program should include analysis, planning, implementation, and evaluation. Any long-term improvement process must adjust to changing circumstances. Furthermore, the cycle should be continuous: we should never expect to arrive at "perfection." In the case of our education system, we need to keep evaluating what we do, making adjustments and changes as necessary, in order to take advantage of new information and avoid stagnation. The world does not stand still; neither should our knowledge about education.

Educational accountability has been defined as "a systematic method to assure those inside and outside the education system [of whether] schools and students are moving toward desired goals."[3] As this definition indicates, accountability systems are built around "desired goals." Much of Chapter 2 will deal with setting desired goals in Minnesota. Accountability is part of the evaluation phase in the cycle of continuous improvement. The goal of statewide educational accountability is to answer the question, "Is education improving statewide?"

Monitoring educational improvements *statewide* means keeping track of educational results in the whole education system in Minnesota. That is, we need to know whether *all* of Minnesota's schools are improving—not just whether this district or that district, or this school or that school, is improving. If results improve in some districts but decline in others, then education statewide has not improved; it has merely stayed the same. (This is not to say that we are not in-

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FOOTNOTES

[1] Center for School Change. (1999). *Asking the right questions: Minnesota teacher supply and demand.* Minneapolis, MN: Author. Also see: College of Education and Human Development, University of Minnesota. (1999). *Teachers for our schools.* Minneapolis, MN: Author.

[2] Minnesota State Demographic Center. (1999). *Minnesota school enrollment trends.* St. Paul, MN: Author.

[3] College of Education and Human Development, University of Minnesota. (1996). *Minnesota educational accountability reporting system.* Minneapolis, MN: Author.

terested in seeing district-by district, or school-by-school improvement. However, to address *statewide* improvement, we must look at *all* schools and districts, rather than at sections of the K–12 system).

The *Minnesota Education Yearbook* is one piece of Minnesota's educational accountability and reporting system. It reports on education *statewide*, rather than district by district or school by school. The *Yearbook* focuses on the state as a whole, or on particular segments of the educational system that cut across several districts (for example, the metro area). The purpose of the *Yearbook* is to describe recent developments at the state and national levels that may affect Minnesota education; to describe trends in educational results statewide; and to describe the educational inputs and processes being used to attain those results. Information about individual schools and districts may be found on the Department of Children, Families & Learning Web site (http://cfl.state.mn.us) or through a link to that site from the Office of Educational Accountability Web site (http://education.umn.edu/oea). Additional information about specific schools and districts may be obtained from those schools and districts. Data in this *Yearbook* provide context within which the facts about individual schools and districts may be interpreted.

Chapter 2 focuses on changes or proposed changes at the national and state levels that have the potential to influence the reporting and use of educational data in Minnesota. It begins with national developments: Goals 2000, and the re-authorization of the *Elementary and Secondary Education Act* (now called the *Educational Accountability Act)*. The chapter then covers events at the state level regarding the *Profile of Learning*, statewide testing, public reporting of educational data, and continuous school improvement initiatives. Recognizing that Minnesota may need to set performance expectations for at least some of its schools, Chapter 2 also examines school performance expectations already established in other states.

Chapter 3 covers school financing, teacher characteristics, and student information. School funding and teaching staff are the major resources through which educational results are obtained. In light of the projected decline in students,[4] the chapter examines trends in student enrollment over the past decade. This chapter's description of the resources and student characteristics associated with the educational process also sets the stage for the presentation of educational results in Chapters 4 and 5.

Attendance, course work, grade-to-grade promotion, and completion of the high school diploma are major indicators of students' success in obtaining the education they seek. Chapter 4 presents data on students' participation in various types of courses, their attendance levels, their promotion to the next grade, their high school completion rates, and graduates' post-high school educational plans. Chapter 5 addresses student achievement data, including trends in college admissions test scores and statewide test scores.

Chapter 6 reports our major conclusions and recommendations.

This is the third *Minnesota Education Yearbook*, and it differs from prior issues in several respects. First, because Minnesota may need to establish school performance standards in order to comply with Federal Title I requirements, this *Yearbook*

FOOTNOTES

[4] Minnesota Demographic Center. (1999). *Minnesota School Enrollment Trends*. St. Paul, MN:Author.

reviews the expectations established by other states for their schools. Second, it examines trends in student enrollment over the past decade. These trends have resource implications, including implications about the need for new teachers. Third, in light of the national debate on ending social promotion, this report addresses grade-to-grade promotion for students around the state. Fourth, the recent release of data on student mobility has made it possible to investigate and report on the relationship between the number of times students change schools, and achievement. Finally, this *Yearbook* contains an update on trends in educational outcomes in Minnesota schools and districts.

Minnesota's educational accountability and reporting system is evolving. The changes in the *Yearbook* represent the next step in this evolution, addressing statewide issues of educational quality and improvement. Because educational improvement is a continuous process, the monitoring of educational results must also be an ongoing effort, designed to tell us whether our educational reforms are succeeding and how they can be further improved.

CHAPTER 2

ACCOUNTABILITY AND REPORTING

In order for any accountability system to be successful, the circumstances within which it exists and operates must be taken into account. This includes the policies and regulations at both the state and federal levels, as well as developments within and outside the state. This chapter's review of current federal policy and regulatory decisions, and of proposals for new ones, will provide a sense of the context within which Minnesota's accountability system functions.

Examining the practices of other states can help to identify what is workable in a system of assessments and accountability. For a variety of reasons, however, it is not always easy to make useful comparisons. Many states do not have adequate information available; and many states, while they use standardized testing, do not have well-developed accountability systems. For this report, we looked at accountability and assessment in Connecticut, Kentucky, Ohio, and Texas. Collectively, these four states illustrate a variety of ways in which accountability systems can be implemented. In addition, Kentucky and Texas are high-profile states whose accountability systems have been much discussed in the educational literature and the popular press. Connecticut's achievement levels are comparable to those of Minnesota, thus providing helpful comparative information. Ohio, as a Midwestern state with a reasonably well-developed accountability system, was also a good comparative source. This report is not intended to endorse other states' accountability systems, but our examination of accountability and assessment initiatives should help to put Minnesota's initiatives into perspective.

ACCOUNTABILITY AT THE FEDERAL LEVEL

Keeping in mind the regulatory and policy context, new developments in Minnesota, and lessons taken from the practices of other states we recommend four "next steps" that could improve Minnesota's monitoring of assessment and student performance, and its recognition of those schools and districts whose performance meets or exceeds the standards.

At the beginning of Clinton's presidency in 1993, the Administration pledged that improving education throughout the United States would be a priority. This promise came during a general acknowledgement of the great need for change in the American education system. Clinton sought to link new investments in teaching and learning with higher standards and a demand for rigor and accountability.

Although the Improving America's Schools Act (IASA) was passed in 1994 with the expectation that schools and districts would establish challenging content standards in the language arts and mathematics, it has yet to be fully implemented. It is therefore important to discuss both the progress and implications of the Act. Amendments to the Individuals with Disabilities Education Act

(IDEA) of 1997 mandated the inclusion of students with disabilities in statewide assessment programs, and the reporting of their performance, in a manner consistent with that used to report information on non-disabled students.

In his 2000 State of the Union address, President Clinton expressed his intention to hold states and school districts accountable for progress, and to reward them for good results in his proposed "Educational Accountability Act," the Administration's ESEA reauthorization. According to the proposal, every school district that receives federal dollars will be required to take the following steps:

- *End social promotion*
  States will be required to put into place educational practices within four years, targeting students who need additional help in meeting challenging state academic standards. Such practices include early identification and intervention strategies, smaller classes with well-prepared teachers, high-quality professional development, greater family involvement, and extended learning time. State policies would use multiple measures, including an assessment valid for these purposes, to determine if a student has met the standards.

- *Help turn around low-performing schools*
  All states and school districts must turn around their worst performing schools or shut them down. The Administration's proposal would strengthen Title I accountability by increasing funds for states to provide assistance and support to low-performing schools. Activities will include developing school improvement plans, strengthening school leadership and teacher quality, using research-based curricula and instruction strategies, increasing parent involvement, and improving discipline. The proposed budget includes $200 million to help states turn around their failing schools. The U.S. Department of Education, with the help of individual states, has identified an estimated 2,700 low-performing schools. In 1997-98, states identified nearly 8,000 Title I schools that were not making ample progress toward helping students meet state academic standards as measured by state tests.

- *Take responsibility for the quality of their teachers*
  The President proposed a $1 billion initiative to improve teacher quality. The money will be used to give grants to states and districts to fund professional development for teachers. Also included is a $50 million initiative to award grants to high poverty school districts to help them attract and retain teachers. Another $50 million program will reward districts that have made exceptional progress in reducing the number of uncertified teachers and teachers teaching outside their subject area.

- *Issue report cards on every school*
  The Administration's proposal will require widespread dissemination of state, district, and school report cards on student achievement, teacher qualifications, class size, school safety, academic performance by demographic group, and other relevant data.

- *Adopt and implement sensible discipline policies*
  All schools should have policies that are consistently and fairly enforced

> and provide an environment that is safe, orderly, and conducive to learning.

More recently, on May 3, 2000, President Clinton signed Executive Order 13153, the intent of which was to take immediate action to improve low-performing schools. The order directs the Secretary of Education to work with state education agencies and with local schools and school districts to develop and implement a comprehensive strategy for providing technical and other assistance. In this way, the capacity of state agencies and local schools and districts to improve the performance of these schools will be increased. The executive order also calls for a School Improvement Report from the Secretary of Education, to be published in September of each year, beginning September 2000. This report will form part of the Department of Education's evaluation and monitoring function. The Secretary of Education is also charged with strengthening the Department of Education's monitoring of existing ESEA requirements for identifying and turning around low-performing schools, as well as any new requirements established for the School Improvement Fund. In addition, the Secretary must consult, where appropriate, with executive agencies, state and local education officials, educators, community-based groups, and others.

STATE LEVEL ACCOUNTABILITY

Although some federal policies are in place to direct states in the area of educational accountability, states vary in their standards, procedures and reporting of their individual progress.

CONNECTICUT:

One of the five goals included in Connecticut's State Department of Education five-year plan, *Nurturing the Genius of Connecticut's Students: Connecticut's Comprehensive Plan for Education 1996–2000* speaks directly to setting and meeting high expectations for academic achievement for all students. Connecticut focuses its attention at the elementary level with the idea that if accountability is not in place there, it will not happen at the secondary level. Each school is required to produce a Strategic School Profile that is then published and released locally. This profile includes information on resources, teacher qualifications, and student performance. However, student performance is the only indicator used in determining whether or not a school is meeting state expectations. Students' scores on the fourth and sixth grade Connecticut Mastery Test are used to identify low performing schools. Schools identified as low performing schools are then required to develop a remedial plan for improving student performance.

OHIO:

In 1997, the Ohio General Assembly passed Senate Bill 55. The bill represents a comprehensive approach to improving schools and increasing the level of achievement of all Ohio students. As a result of Senate Bill 55, Ohio currently uses a set of 27 performance standards to establish minimum expectations for school districts. These include Ohio Proficiency Test results, attendance rates, and graduation rates. Districts are rated based on the number of performance indicators they meet: (1) "Effective" (26 or more indicators); (2) "Continuous Improvement" (14 to 25 indicators); (3) "Academic Watch" (9-13 indicators); and (4) "Academic Emergency" (8 or fewer of the indicators). Satisfactory improvement is tied to this rating scale and to a "standard unit of improvement," where schools must show 2.5 percentage points of improvement on indicators for which the district did not meet the state's minimum performance standard.

Minimum state performance standards for proficiency tests require 75% of students to pass the citizenship, mathematics, reading, writing and science portions of the Proficiency Tests for grades 4, 6, and 9. Eighty-five percent of students must pass the citizenship, mathematics, reading, writing, and science portions of the 9th Grade Proficiency Test by the end of 10th grade. Finally, 60% of students must pass the citizenship, mathematics, reading, writing and science portions of the 12th Grade Proficiency Tests. The student attendance rate standard is 93% for the state and the graduation rate standard is 90% (recently changed from a 3% dropout rate). A more rigorous graduation test is in the works and will go into effect in 2003.

Ohio law requires any district not designated as "Effective" to develop a three-year Continuous Improvement Plan (CIP). CIPs must include the following: (1) analysis of why the district has not met certain state standards, (2) strategies the district will use to improve its performance and (3) resources the district will allocate to address the problem. At least one public hearing must be held on the CIP before the local school board formally adopts it. Copies of the final plan must be made available to parents and the public.

Senate 55 Bill also established what has become known as the Fourth-Grade Guarantee. Effective in July 2001, the guarantee requires districts to retain—with few exceptions—students who do not pass the reading section of the Fourth-Grade Proficiency Test after three attempts.

KENTUCKY:

Legislation passed in the spring of 1998 directed the Kentucky Board of Education to redesign the assessment and accountability system in order to improve the reliability and validity of tests, reduce testing time, and make the system more fair and easier to understand. Through a process involving educators and citizens of Kentucky, the *Commonwealth Accountability Testing System (CATS)* was developed. Tests under the new system were first administered in the spring of 1999. Based on results from the 1999 and 2000 test administrations, baselines for new standards will be set in 2001. Schools must meet these new standards by 2014.

Because of the many changes adopted, comparisons between the *Kentucky Instructional Results Information System (KIRIS)* and *CATS* should not be made. Words like "gain," "growth," "improvement," and "decline" are not appropriate ways to describe the difference between the 1996–98 scores under KIRIS and the 1999 *Kentucky Core Content Test* results under *CATS*. Because of this lack of ability to compare the two tests, neither the old nor the new long-term accountability models are appropriate for determining rewards and assistance in the year 2000.

In the meantime, the Kentucky Department of Education has in place an Interim Accountability Model. In an attempt to give schools an indication of what their performance judgment might be in 2000, the department has produced a predicted performance score. A school can compare its actual score to the predicted performance necessary to obtain rewards and determine how close it is to the mark. Assuming all schools perform the exact same way next year, these predictions would be accurate. However, since results on the state tests have varied from year to year, these preliminary judgments should be viewed with caution (*Electronic Briefing Packet: Interim Accountability Cycle Report,* available at: http://www.kde.state.ky.us/oaa).

TEXAS:

The state uses three "Base Indicators" to determine accountability ratings for schools: (1) *Texas Assessment of Academic Skills (TAAS)* performance in reading, mathematics, and writing; (2) annual dropout rate;[1] and (3) attendance rate. In order to receive an "Exemplary" rating, at least 90% of all students must pass all three *TAAS* subject area tests; annual dropout rates must be 1.0% or less; and attendance rates must be at least 94%. "Recognized" status requires that at least 80% of all students must pass all subject area tests, annual dropout rates must be 3.5% or less, and attendance rates must be at least 94%. In "Academically Acceptable" schools, 50% of students pass all subject area tests, annual dropout rates are 6.0% or less, and attendance rates must be at least 94%. "Academically Unacceptable" schools have less than 50% of students passing all subject area tests, annual dropout rates above 6.0%, and attendance rates are below 94%.

Additionally, districts and campuses may receive recognition on "Additional Indicators," which are performance assessments identified in statute or by the Commissioner of Education, but not used to determine ratings. Any district or campus meeting all of the base indicator standards for at least the Academically Acceptable/Acceptable rating is eligible to be considered for additional acknowledgment. In 2000, additional indicators include: (1) college admissions testing results, (2) *TAAS/TASP* Equivalency, (3) participation in the State Board of Education's Recommended High School Program, (4) "comparable improvement" (where the school is improving at the same rate as other, demographically similar, schools) in reading and (5) comparable improvement in mathematics.

Texas provides monetary rewards for high performance or improvement. The Texas Successful Schools Award System (TSSAS) provides for campus monetary awards to schools. In 1999, the Texas Legislature appropriated $5 million for the 2000–01 biennium to fund this program. The highest performing districts and campuses are also exempted by statute from specific regulations and requirements. Statute also provides sanctions and remedies for poor performance. Districts and schools receiving the lowest accountability ratings receive site visits from a peer review team in the following school year and must develop and implement an improvement plan to address the area(s) of poor performance.

District and campus Academic Excellence Indicator System (AEIS) reports show performance on all performance indicators as well as profile data items. Profile items are student, staff, and budgeted financial information that provide context for interpreting the performance results. Annual AEIS data serve as the basis for all accountability ratings, awards, and reports. A second reporting component required by statute is the School Report Card. The Texas Education Agency provides each district with custom School Report Cards that the school, in turn, must provide to each student's family (see http://www.tea.state.tx.us).

MINNESOTA:

Efforts in pre-K–12 educational reform were once again in the forefront of legislative discussion and policy during the last year in Minnesota. In the areas of

FOOTNOTES

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[1] Texas calculates its dropout rates as follows: beginning with the number of students in any given year, who are enrolled in grades 7-12, the state counts the number of students who drop out at the end of the academic year (i.e., the count is only for the fall and spring terms). The state then divides the number of students who dropped out that year by the total number of students.

assessment and accountability, additional changes were proposed, and some implemented, in various areas of the state's elementary and secondary education system.

One unfortunate situation that drew a great deal of attention in Minnesota, in July and August 2000, was the discovery of the improper scoring of over 45,000 tests by National Computer Systems (NCS) in February and April 2000. Almost 8,000 Minnesota high school students who were told they failed the math section of the state's basic skills test actually passed—including 336 seniors. The error most likely would have been caught had the appropriate checks been performed by NCS. (See Recommendation 2.1, below, for specific information on appropriate checks.)

Public Reporting of Educational Indicators

The Department of Children, Families & Learning maintains Web sites (http://cfl.state.mn.us/datactr/datactr3.htm#SPCounts and http://cfl.state.mn.us/cip/dataindex.html) giving all Minnesota public schools common data elements. These common data elements should enhance the ability of teams of teachers, administrators, community representatives, and parents to plan for improvement in their schools.

Much of the data on these Web sites comes from Minnesota's statewide tests and its standards-based accountability system. Before these systems were in place, each state school district administered the tests they chose and determined acceptable achievement levels. While districts are still free to do this, too often in the past, the resulting data could not be included in improvement planning. The information on this Web site will help schools and students know what scores they must aim for and how their results will be measured. The site's information is more complete than a state report card, although it does not assign letter grades to school performances. It focuses on schools' financial resources, teaching staff, student background, student participation, and test results.

Continuous Improvement Initiatives

Continuous Improvement is a simple idea: schools can do better and students can achieve at a higher level. In the Continuous Improvement Process, a broad-based site team, representing all community stakeholders, looks at data relating to school and student performance and makes incremental improvement plans based on professional judgements. Ideally, the results of the Continuous Improvement Process are reflected in the district's long-range planning, budgeting, staff development, and curriculum discussions. This is not a new idea for some school staff and parents. Many Minnesota schools do have improvement plans based on studies of available data.

PROFILE OF LEARNING

Much like last year, the debate regarding the *Profile of Learning* drew a great deal of attention in the discussion of educational reform, centering on whether to alter the structure of the *Profile of Learning* or eliminate it all together. At the end of the legislative session, the decision was to modify rather than eliminate the *Profile of Learning*. On May 25, 2000, Governor Ventura signed the modifications of the *Profile of Learning* into law (Chapter 500, s.f. 3286 *Profile of*

Learning). The new law:

- Allows districts to gradually phase in the number of content standards required of students for graduation.
- Empowers teachers to participate in the decision about student standard requirements (the new law required teachers, administrators and school boards to vote on the number of content standards students must complete at each school site for the 2000-01 school year).
- Allows districts to permit this year's ninth and tenth graders to be "held harmless," i.e., exempted from satisfying some or all *Profile of Learning standards before graduating.*
- Makes scoring of the assessments more flexible.
- Emphasizes that state and local assessments (the performance packages) are not required.
- Allows districts to choose whether or not to use the three additional instruction days (mandated in 1996) for staff development relating to the implementation of the *Profile of Learning.*

As one result of these modifications, teachers across Minnesota cast one of their most important votes this summer—how to phase in requirements for students under the *Profile of Learning.* The voting was intended as a first step toward implementing the entire *Profile of Learning*, but at a pace decided by local school districts, not the state.

A majority of Minnesota public school districts will require this year's freshman class to complete 24 *Profile of Learning* standards in order to graduate in 2004, according to a report from the Minnesota Department of Children, Families & Learning. Only 38 public school districts with high schools will require 12 or fewer standards for graduation in 2004. All districts must make progress toward full implementation of the *Profile of Learning*, ultimately requiring 24 standards for graduates.

Of 332 public school districts with high schools, 175, or 53%, reported they will require students graduating in 2004 to complete 24 or more of the 48 *Profile of Learning* standards. Another 117 (36%) will require the class of 2004 to complete between 13 and 23 standards. All public school districts must offer curriculum that would satisfy *Profile of Learning* standards to students, even if a district is taking advantage of waivers to exempt this year's entering 10th and 11th graders from some *Profile of Learning* requirements.

At three Minneapolis high schools, teachers voted to slash the current 24 standards requirement to eight for the class of 2004 and 12 for the class of 2005. Their intention is to phase in all 24 by 2006. St. Paul will also phase in the standards so that students entering ninth grade in Fall 2000 (the class of 2004) will be required to meet 17 standards; students in the class of 2005 must meet 20 standards; and the class of 2006 will be required to meet 24 of 48 standards in order to graduate.

In Hastings, educators and school board members voted to require no high school standards at all for the 2000–01 school year. In Osseo, the school board decided that in the 2000–01 school year, completion of 15 performance standards will be expected and reported for students in grades kindergarten through six; 14 standards for students in grades seven and eight; and 19 for students in grades nine through twelve. Students in the 2001 graduating class are not required to pass any of the standards, according to the Department of Children, Families & Learning. In addition, Osseo will "hold harmless" from all *Profile of Learning* requirements those students in the graduating classes of 2002 and 2003.

Although several districts are choosing to reduce the number of standards, there are some districts opting to keep the graduation standards. Red Wing, for example, has already voted to keep all 24 high school standards for the upcoming school year (Draper, 2000).

DEVELOPMENTS IN MINNESOTA STATEWIDE ASSESSMENTS

In the most dramatic development regarding statewide testing, the *Basic Standards Test* was erroneously scored. Almost 8,000 students were incorrectly told that they had failed the test. While initially it was thought that more than 300 12th grade students might have been denied a diploma due to the error, final reports from districts indicated that approximately 50 were denied diplomas and less than ten were denied the opportunity to participate in spring graduation ceremonies. Recommendation 2.1 below suggests needed changes in response to the scoring error.

As a consequence of the error, implementation of additional statewide tests has been delayed. While the 10th grade writing examination has already been implemented, other statewide tests at the high school level were postponed. This means that, for high schools, the only existing achievement test currently being administered under the accountability system is a measure of writing ability. Also, implementation of the *Minnesota Test of Emerging Academic English* was delayed.

This year marked the third statewide administration of the *Minnesota Comprehensive Assessments* for Grade 3 and Grade 5 in reading, mathematics, and writing (5th grade only). Results are reported in Chapter 5.

In response to legislative requirements, a high school *MCA* in writing was developed and administered to sophomores in January 2000. Minnesota's Written Composition test is now doing double duty as a high school graduation writing test and as a measure of the school systems' effectiveness. The *Minnesota Comprehensive Assessments* and the *Basic Standards Test* in Written Composition have been combined in the tenth grade, allowing the students and teachers to have more time for instruction. Test results will provide information for graduation requirements as well as for school and district accountability. Students are required to write a composition in English for an adult reader. They are given enough time to write a rough draft and a final copy. There is no minimum length of composition or completion time required. Student writing is evaluated based on specific criteria and receives a score betweeen 1 and 6. A student composition that receives a score of three or above qualifies as passing the *Basic Standards Test,*and is necessary for high school graduation. If a student composition receives a score of less than three, re-testing opportunities will be available.

One of the tests whose implementation was delayed is the *Minnesota Test of Emerging Academic English.* Minnesota educators are currently working with the 35,820 English language learners in Minnesota's schools. During the school year 1999–2000, the Department of Children, Families & Learning made available a test designed specifically for English language learners. Many districts piloted the *Test of Emerging Academic English*, in November. The purpose of this test is to provide information regarding all students with limited English proficiency (LEP students) in Minnesota's accountability system. The information from this test may also be used in determining when individual students should be moved out of English as a Second Language (ESL) programming and into regular, English-only classes.

RECOMMENDATIONS

RECOMMENDATION 2.1

In response to the *BST* scoring error of last spring, CFL needs to institute new quality control measures to ensure the accuracy of test results. It should also revise and document its policies, allowing parents and students to review their test results and consider releasing some future, operational *BST* test items to the public. While one hopes that such an error will never occur again, CFL needs to develop a plan for responding to such an error based on its past experience.

The experience of last spring clearly indicates that CFL cannot rely solely on the test contractor to ensure the accuracy of results. Therefore, the department will need to implement a number of steps to check the work of the contractor (see box, below).

Test Score Quality Assurance Recommendations

Space does not permit a full list of the steps, but the list should include the following.

- Final review of item content to assure that the items are aligned with the state standards and fully cover the content of the subject matter.
- Final review of items to ensure careful and concise wording, a single correct answer for each item, and culturally sensitive items. The final answer key, printed from the computer that actually does the scoring, should be checked against final, printed test forms.
- Some oversight of scoring by the contractor of writing samples and constructed response items.
- Scoring by CFL of "dummy" answer sheets to be checked against machine scoring by the contractor.
- Item analysis of all forms prior to release of results; re-computation of total scores (and sub-scale scores) and spot checking of student score reports for printing errors; double checking the computation and assignment of scale scores and statewide percentile ranks on individual reports, as well as spot checking the printing of these results.
- Re-computation of statewide, school, and district means reported on student, school and district report forms, as well as spot checking of reports for errors in printing these means. Similar checks must be done for all proportions reported.
- Submission of student results to districts for verification one week prior to public release of test data.

These checks can be conducted either by CFL staff or by an outside contractor. The test contractor should conduct parallel quality control steps. CFL may wish to form a review committee that examines the data used to verify accurate scoring and reporting of data prior to the release of the data. The list above is not a complete quality control process, but rather emphasizes those measures needed to prevent future errors in scoring and reporting.

Beyond adding quality control steps to oversee the contractor, CFL needs to document in writing its policies allowing parents and students to review their test results. At a minimum, students and parents should have the opportunity to review the items and the student's responses under the supervision of a qualified CFL employee at sites conveniently located around the state. Should CFL decide to publicly release test forms, then students should receive a copy of their answers as feedback on their performance. It is not clear, however, whether the contractor has developed enough items to permit release of whole test forms without compromising the quality of the items used in subsequent test administrations.

Releasing test forms increases the cost of testing. It must be understood that items from released forms of the test cannot be re-used, so that funds need to be allocated for preparation of additional items. Furthermore, release of items to parents is no substitute for quality control checks prior to release of data. While parents or students may find errors after release of test items and data, the goal is to eliminate such errors prior to release of scores to students, schools, and districts.

RECOMMENDATION 2.2

In order to hold high schools accountable for student achievement, Minnesota should complete its system of statewide assessments through development and implementation of high school examinations in at least five subject areas: reading, mathematics, writing, science, and social studies. To better hold junior high and middle schools accountable, all students should take the *BST* for the first time in eighth grade.

Currently, Minnesota has challenging content standards in place, contained in the *Graduation Standards*. There are statewide assessments, the *Minnesota Comprehensive Assessments* (*MCAs*) aligned with the *Preparatory Standards* in third and fifth grade. These serve three purposes. They meet the federal requirement for assessments tied to high standards in grades three through six. They provide a means of holding elementary schools accountable for achievement. And they can be used for early identification of students who may need additional assistance.

Minnesota also administers the *Basic Standards Tests* statewide in grade 8. These tests are used to provide accountability for junior high and middle schools, to identify students needing extra assistance[2] in meeting the state's *Basic Standards* requirement for high school graduation, and to certify students as having met the state's *Basic Standards* requirement. Because the *BSTs* are tied to the state's *Basic Standards*, rather than the high standards, they may not meet the federal requirement for an assessment somewhere in grades 6 through 9. Because the *BSTs* serve several useful purposes, our hope is that the federal government will accept the *BSTs* as meeting the requirement for an assessment in grades 6

FOOTNOTES

[2] Schleisman, J. L., Peterson, K.A., & Davison, M. L. (2000). *Back to the Basics: An Investigation of School- and District-level Remediation efforts associated with Minnesota's basic standards for high school graduation.* Minneapolis, MN: Office of Educational Accountability, College of Education and Human Development, University of Minnesota.

through 9. If not, it would be best to develop a single eighth grade assessment meeting the federal requirement and serving the purposes now met by the *BSTs*. The federal requirement for an assessment in grades 6 thorough 9 would best be met without expanding the number of grades at which statewide testing occurs.

Recent legislation allows students to take the *BST* as early as fifth grade. Students who take the test in fifth grade may have as many as 12 or 13 opportunities to pass by the end of high school, given one opportunity in February each year from 5th through 12th grades: one opportunity in the summer each year from 8th through 12th grades, and an opportunity in April of 12th grade. Such a large number of opportunities can make the *Basic Standards* somewhat meaningless. A student who can meet a standard once in thirteen attempts may not be able to meet the standard consistently. Furthermore, if students are first taking the test at various grades—some at fifth grade, some at sixth, etc.—it is difficult to combine data from the various students so as to use the test results validly in the accountability system. How do you compare the performance of a school in which 25% of the students took the test in 7th grade to the performance of a school where all students took the test in 8th grade? If a student took and passed the test as a seventh grader in district A and moved to district B in 8th grade, which district receives credit for the student's performance? To maintain the meaningfulness of the *BSTs* both as a high school graduation test and an accountability tool, all students should be required to take the test in eighth grade and this eighth grade administration should be their first attempt.

For accountability purposes, the state is developing and implementing assessments at the high school level. Once fully implemented, these should complete the statewide system of assessments as recommended by earlier study groups.[3] These assessments will be used to hold high schools accountable for achievement and may be used to identify students needing additional work in preparation for careers and post-secondary education. States such as Ohio offer tuition scholarships to students based on statewide, high school test performance, and scores are recorded on the student transcript. To keep testing time within reasonable limits, no more than five or six subject areas seem feasible. Even this many subject areas would be feasible only if they utilized a mainly multiple-choice format. While it has been recommended that such tests be benchmarked to national and international standards, no statewide test or commercially published norm-referenced test is currently benchmarked to international norms and benchmarking to national norms would take a substantial amount of time and money.

RECOMMENDATION 2.3

Minnesota should establish performance benchmarks to identify schools where needed improvements in outcomes are not occurring. These benchmarks must be applied to schools receiving Title I funds in order to comply with federal regulations, and the expectations may be extended to all schools. The system should also recognize schools where outcomes are improving rapidly ("rapidly improving schools") and schools where outcomes are exemplary ("distinguished schools"). At a minimum, the performance benchmarks should cover student achievement, student attendance, and graduation rates. The program must include assistance for schools in which needed improvements are not occurring, and it should include some formal recognition for high performing and rapidly improving

FOOTNOTES

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[3] Minnesota Department of Children, Families & Learning. (1999). *Graduation Standards Advisory Panel Recommendations: Report to the Governor and CFL Commissioners*. Roseville, MN: Author. See also: College of Education and Human Development, University of Minnesota. (1997). *Minnesota Educational Accountability and Reporting System*. Minneapolis, MN: Author.

schools. The process of identifying rapidly improving schools and distinguished schools may also be used to identify best practices leading to the rapid improvements and the distinguished performance levels.

Setting standards for schools requires addressing a very tough question: How good is good enough? Yet if standards are carefully set, they can provide clear expectations for schools, serve as incentives to improve, and trigger assistance to under-performing schools. They can and should provide a basis for recognizing high-performing or rapidly improving schools. Parents and students may use such benchmarks in selecting schools. Should the federal government target funds for low performing schools, performance expectations would give Minnesota a means of identifying eligible schools and, hence, of qualifying for any available funds. By including expectations for more than just achievement test scores, the focus of statewide accountability can be broadened.

Needed improvements are not occurring if the student performance levels are such that there are large numbers of students who may not acquire the skills needed to succeed in our society. The skills needed to succeed vary only somewhat as a function of student background, and therefore the expectations for schools should be similar. Identifying a school as one where needed improvements are not occurring is not to say that the school itself or its staff has failed. The phrase is a statement of concern about the performance of the students in the school.

At a minimum, indicators should cover achievement as measured by statewide tests, attendance, and graduation rates, the indicators recommended in *Student Achievement Levels*. In part, we recommend these three based on the practices of other states as described above. In addition to their workability, however, statewide tests, attendance rates, and graduation rates are inextricably interwoven: poor attendance is associated with poor test scores; poor attendance and low achievement are precursors of dropping out of high school.[4] Because attendance, achievement, and graduation rate are intertwined, programs to address one issue must often address the other two as well.

The performance benchmarks should serve to do more than just identify schools where needed improvements are not occurring. They should also serve to identify schools where outcomes *are* rapidly improving, and where they are excellent. Thus, for achievement and graduation rate, we recommend three levels of performance expectations for each indicator: one that establishes eligibility for consideration as a distinguished school, one that designates eligibility for consideration as a rapidly improving school, and one that signifies where needed improvements are not occurring. The process for designating "distinguished" and "rapidly improving" schools should include the identification of highly successful practices, as well as recognizing exemplary and improved school sites.

Having suggested the establishment of performance standards, it seems incumbent on us to suggest where they should be set. While there is always some arbitrariness to such performance expectation levels, our examination of the variety of accountability systems does give us some basis for setting Minnesota's performance expectations. Where other states have somewhat comparable indicators, we start by bracketing the range of performance expectations, as they represent a range of values seemingly found workable elsewhere. As a rule, our

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FOOTNOTES

[4] Ekstrom, R. B., Goertz, M. E., Pollack, J. M., & Rock, D.A. (Spring, 1986). Who drops out of high school and why? Findings from a national study. *Teachers College Record, 87,* 356–373.

recommendations fall within that range. To start the discussion, should the concept of school performance expectations be accepted, we offer the following suggestions.

Attendance

Connecticut, Kentucky, Ohio, and Texas have similar attendance expectations, ranging from 93% to 95%. At least one Minnesota district also uses a benchmark of 95%.[5] Given that attendance rates are highly correlated with student performance, and that the 95% benchmark seems workable for other states, we believe that a 95% attendance rate should be adopted as Minnesota's attendance indicator.

Three-year Graduation Rate

Because so many of Minnesota's high schools are three-year high schools, we recommend that the state adopt a three-year graduation rate (defined as the proportion of 10th graders who graduate in three years) as an indicator for high schools. Except for the three-year time-span (rather than four years), the high school graduation rate would be computed as in the current CFL completion study. In his 1999 State of the Union Address, President Clinton proposed a 90% graduation rate, and Ohio has adopted that expectation.

Some states, such as Texas, have substituted a dropout rate indicator for the graduation rate indicator. Using the graduation rate requires that students stay in school *and* complete their requirements in a timely fashion; using the dropout rate requires only that students stay in school. States like Texas have focused on dropout rate because they want students to stay in school, but recognize that some students may take more than three years to do so. However, it has not been shown that giving students additional time to complete requirements actually results in markedly more diplomas being granted. Because we believe that timely completion of high school requirements is important, we favor using graduation rate as the indicator.

Achievement

In its report, *Student Achievement Levels,*[6] CFL recommended setting a minimum mean scale score or a minimum score on a computed index.[7] These are not the only possible alternatives. Some other states, such as Texas and Ohio, have defined achievement expectations for schools as a minimum percentage of students passing a test. However, we recommend against this approach because it can lead to focusing solely on low-achieving students (those not yet up to the passing level). In what follows, only the index and the mean scale score approach are considered further. One reason for this is that the earlier document, *Student Achievement Levels*, focused on these two. A second reason is that we favor an indicator which is sensitive to improvements in *all* children's performance, rather than one which may focus only on improvements in the performance of low-achieving children.

Analyses performed by the Office of Educational Accountability and by CFL have suggested that the mean scale score in a school does not greatly differ from the computed index score. For all practical purposes, the index and the mean scale score are equivalent measures of school achievement levels, but expressed in different units. An analogy from agriculture will help to explain: Farmer A says that corn should be 36 inches high by July 4. Farmer B says it should be 3 feet

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FOOTNOTES

[5] *Measuring Up: A Report on the Minneapolis Public Schools 2000.* For example, see page 1.

[6] Department of Children, Families & Learning. (1998, December). *Student Achievement Levels.* St. Paul: Author.

[7] Mean scale scores are calculated by averaging all the scale scores for the students in the school. The proposed index score for a school is calculated by multiplying 50 times the proportion of students scoring in *MCA* Level 2; multiplying 100 times the proportion of students scoring in *MCA* Level 3; multiplying 125 times the proportion of students scoring in *MCA* Level 4; and adding these three numbers together. (The scores for students scoring below Level 2 are not included in the calculated index.) Therefore, if 40% of the students score in Level 2, 35% in Level 3, and 15% in Level 4, (leaving out the 10% of students who scored in Level 1), then the school's index would be (50 × .40) + (100 × .35) + (125 × .15) = 73.75.

high by July 4. While the two farmers are proposing different measuring units (inches vs. feet) and different numeric benchmarks (36 vs. 3), they are still proposing the same height expectation, because thirty-six inches equals three feet. Essentially, they are proposing the same standard. When mean *MCA* scale scores and computed index scores in reading and mathematics have been correlated for all elementary schools across the state, the correlations have consistently been about .98 (1.00 is a perfect correlation).

Given the near equivalence of the two measures, there is no reason to strongly favor one over the other. Nevertheless, we lean toward the mean scale score for reasons of communication. Scale scores are already in use, and mean scale scores are already reported to the public. While they are not easily understood, nevertheless, they must still be explained to the public for other reasons, no matter which school indicator is adopted. If the index is adopted, this index becomes a new score that must be explained. If the mean scale score is adopted, the index does not need to be explained; if the index is adopted, both scale scores *and* the index have to be explained.

Below, we propose a range within which we think performance expectations should fall on statewide *MCA* tests with scale scores. The expectations are stated in terms of a school's mean scale score. If the index is subsequently chosen, any of these scale score recommendations can be translated into an equivalent index recommendation. One way to set an expectation is to begin by looking at *MCA* targets that have already been set by Minnesota school districts.

While its school accountability indicators include more than just achievement test scores, one suburban district (Moundsview) has already adopted a scale score target for its elementary schools: a mean of 1500.[8] As of 1998–99, not all schools in that district had attained the target in every subject. While this may be a reasonable target for all schools in a more educationally advantaged community, a reasonable target for a relatively advantaged suburb is, in our judgment, too high as an expectation for all Minnesota schools in the near term. It may, however, be a reasonable level to use for schools to qualify for consideration as distinguished.

In the process of developing its recent report, called *Measuring Up*,[9] Minneapolis used a large number of indicators. As a long-term target, it adopted an *MCA* index score of 65 for its elementary schools. This corresponds to a mean scale score of between 1445 and 1455 in mathematics and reading. The CFL report, *Student Achievement Levels*, proposed an index of 60, which corresponds to a mean scale score of between 1420 and 1425. Both districts (Moundsview and Minneapolis) and CFL carefully considered their proposed school expectations. If the state adopts an *MCA* performance expectation, we would recommend that it adopt a target between 1420 and 1500. A wise strategy may be to adopt a near term (e.g., 5-year) target closer to 1420, which would be reviewed and possibly raised after a period of time.

SPECIFIC REQUIREMENTS FOR THE DISTINGUISHED SCHOOL AND RAPIDLY IMPROVING SCHOOL CATEGORIES

Given the range of performance standards being implemented in other states, and the range of indicators being used to evaluate schools' performance, we suggest the following requirements for schools being recognized either as

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FOOTNOTES

[8] *Moundsview Public Schools Annual Report: 1998-99: On School Performance and Student Progress*, See, for example, pages 9, 11, 13, and 15.

[9] *Measuring Up: A Report on the Minneapolis Public Schools 2000.*

"Distinguished" or "Rapidly Improving." The selection process should be designed such that the highly successful practices of schools earning either designation could be shared with schools not yet achieving at those levels.

Distinguished Schools

Eligibility for consideration as a distinguished school would be based on student performance: attendance, graduation rate, and achievement, with final selection of distinguished schools based on student performance, evidence of high quality educational processes, and evidence of best practices promoting high levels of student performance. To be awarded distinguished status, an eligible school would have to show evidence of high quality educational processes based on indicators selected by CFL, and provide evidence of best practices that promote high levels of student performance (e.g. attendance, graduation rate, achievement). Best practices should be able to be used by other schools to boost student performance. A panel of educators and stakeholders selected by CFL would make the final selection of distinguished schools. We recommend that CFL disseminate the best practices that earned schools their designation as "distinguished."

Specific minimum performance levels:

- Attendance rate: at least 95%
- Graduation rate: at least 90%
- *MCA* mean scale scores: all above 1500.

Rapidly Improving Schools

Eligibility for consideration as a rapidly improving school would be based on student performance: attendance, graduation rate, and achievement. Final selection of rapidly improving schools would be based on student performance and evidence of a continuous improvement plan leading to implementation of high quality educational processes and best practices promoting high levels of student performance. To be awarded rapidly improving status, an eligible school would have to show evidence of a continuous improvement plan that has led to implementation of high quality educational processes and best practices that promote high levels of student performance, and that could be used by other schools to boost student performance. A panel of educators and stakeholders chosen by CFL would make the final selection of rapidly improving schools. We recommend that CFL disseminate the best practices that earned schools their designation as "rapidly improving."

Specific minimum performance levels:

- Attendance rate: at least 95%, or needed progress toward that benchmark for two consecutive years
- Graduation rate: at least 90%, or needed progress toward that benchmark for two consecutive years
- *MCA* mean scale scores: all above 1500, or needed progress toward that benchmark for two consecutive years

Schools Not Making Needed Improvements

If a school is not meeting performance expectations, and has shown inadequate improvement for a period of two consecutive years, that school needs to be identified so that its performance levels can be improved. The definition of a school that is not improving is based on both current performance and progress toward acceptable performance levels. This is not to say that the school itself, or its staff, have failed; it is merely a statement of concern about the performance of the school's students in light of the skills needed in our society. Schools that fail to make needed improvements in two consecutive years should be required to undergo a review coordinated by the district. The review might cover more than the indicators above; it should include, but not be limited to additional indicators of school success, evidence of individual student growth and value added, and changes in the composition of the student enrollment.

A school could be designated as not improving if the following were true of its performance levels:

- **Attendance rate:** less than 95%, along with inadequate progress toward the 95% attendance rate for two consecutive years
- **Graduation rate:** less than 90%, along with inadequate progress toward the 90% graduation rate for two consecutive years
- ***MCA* mean scale scores:** below 1420, along with inadequate progress toward the 1500 mean scale score on the MCA for two consecutive years

Continuous Improvement

If expectations for schools are established, CFL will also need a continuous school improvement program targeted to schools identified as not making needed improvements. This should be a cooperative effort between schools, districts, and the state that begins at the school and district levels. The program should start by asking schools with areas in need of improvement to submit a school improvement plan to their district addressing the need areas. The plan should be clearly linked to improvement of the outcomes found to be in need of improvement. As appropriate, it should address plans for staff development, hiring, curriculum planning, and instructional approaches. It might also cover supportive functions, such as parent involvement, community support, and leadership development. Often, plans would need to coordinate efforts involving related outcomes such as attendance and achievement.

RECOMMENDATION 2.4

Minnesota should rely heavily on local control, public awareness and parent/student choice in an open enrollment environment as incentives for school improvement. It should establish a new awards program, or modify an existing one, to formally recognize high performing and rapidly improving schools. Where possible, funds should be made available to expand capacity in high quality programs.

When the issue of performance expectations for schools is raised, the question of rewards and sanctions follows. That is, what rewards and sanctions will there be for poor or exemplary performance? Rather than an extensive statewide system of rewards and sanctions, we recommend one that relies more heavily on local control and parent/student choice. In this spirit, the Minnesota School Boards Association has recently released its blueprint for accountability at the local district level.[10]

FOOTNOTES

[10] Minnesota School Boards Association. *School District Accountability: Using Data to Make Decisions.* (2000). St. Peter, MN: Author.

While incentives for school improvement are necessary, it is not the case that more incentive is always better. Incentives can encourage better focus, but too much attention to a small number of indicators can lead to an unwanted narrowing of the curriculum or worse.[11] The goal is to strike a proper balance between the number of indicators and the incentives for improvement on those indicators.

Given the rather mixed review that financial rewards have received for their incentive value,[12] particularly as compared to intrinsic recognition, the major value of financial incentives may lie in their potential to expand the capacity of high quality programs. As of 1999, fourteen states had or were planning to adopt rewards for improving and/or high performing schools.[13] Many of these plans provide incentives and reward high performance, but they do not necessarily expand the capacity of the high performing schools or districts. After the award, no more students can benefit from these high quality programs than before.

In the current system, there are two incentives for improving schools, both depending heavily on public awareness of school outcomes. First, there is the reputation of a school or district in the eyes of its local constituency. A good reputation is one of a school's most valuable assets. To the extent that public awareness of outcomes influences that reputation, the current system provides incentives for schools to improve those outcomes. To date, there has been greater public reporting of achievement test scores, so there has been more incentive around this outcome. A highly visible awards program for high performing and rapidly improving schools would provide well-deserved recognition.

The second set of incentives revolves around student/parent choice in Minnesota's open enrollment environment. Based on available information, students and parents make decisions about the schools students will attend and the programs in which students will enroll. Because funding is enrollment driven, these decisions have tangible consequences for schools. In the aggregate, these individual student decisions create market forces. These market forces then impose accountability on schools and on programs within schools. In a choice system one of the state's major roles is to ensure that students and parents have the necessary information on which to base their decisions, information that is comparable across schools and districts. Therefore, the state either supplies the information itself, or it establishes guidelines which, if followed, will ensure that the information coming from districts and schools is comparable and of high quality. Under a choice model, the state must also regulate the marketplace (e.g., set limits on the exclusion of students with special needs) and optimize the opportunity for student choice. Furthermore, choice works only to the extent that schools can and are willing to expand (or reduce) their capacity in response to student demand. Therefore, we are recommending that, where possible, funds be used to expand capacity in high quality, high-demand schools, districts, and programs.

In summary, we are making four major recommendations. First and foremost, Minnesota needs to improve the quality control of statewide testing to insure accurate results, and it needs to have a formal policy that affords parents and students easier access to the test items and their results. Second, we suggest that the state complete its system of statewide assessments to provide accountability for achievement at all three levels: elementary, junior high/middle school, and high school. Third, at least for schools receiving Title I funds, the state needs to

FOOTNOTES

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[11] McNeil, L. M. (June, 2000). Creating new inequalities: Contradictions of reform. *Phi Delta Kappan, 81*(10), 728 - 736.

[12] King, R. & Mathers, J. (1996). The promise and reality of rewards for school improvement. *Journal of Education Finance*, 23(2), 147–176.

[13] Editorial Projects in Education, Inc. (1999, January 11). *Quality Counts.* Washington, DC: Author.

adopt performance levels for schools, to serve as clear expectations and as incentives for improvement, and to trigger assistance to under-performing schools. The expectations also should provide a basis for recognizing high-performing or rapidly improving schools. By including more than achievement scores, such expectations can broaden the focus of statewide accountability. Finally, we are recommending that public awareness and student choice in an open enrollment environment, rather than a complex state-administered system of financial rewards and sanctions, should serve as the major incentives in the system.

CHAPTER 3

EDUCATIONAL INPUTS AND PROCESSES

Because of its inherent value to our country's democracy and economic vitality, public education is one of the most important and costly enterprises of any state. In this chapter, we report on several of the characteristics of our schools and students that are brought together in the educational enterprise: enrollments, finance, and teaching staff.

ENROLLMENT

In various reports, two trends in Minnesota school enrollments have been predicted. First, the percentage of minority students has continued to increase[1], and that increase is expected to continue. Second, the Minnesota State Demographic Center[2] has projected that statewide, enrollments would peak in 1999-2000 and begin a gradual decline thereafter. In light of these predictions, this section includes a close examination of Minnesota enrollment trends since the 1988-89 school year. As will be seen below, these trends suggest that overall enrollments may have peaked in 1999-2000 as predicted by the Minnesota State Demographic Center, but that enrollment continues to grow in some regions of the state and at higher grade levels. If enrollments do continue to decline as predicted, these declines need to be considered in planning at the state, district, and school levels, including planning concerning the supply and demand for new teachers.

Table 3.1 shows the enrollment in Minnesota schools for academic year 1999–2000 broken down by gender and ethnicity.[3] Totals are given by region of the state—metro area (Mpls./St. Paul and Twin Cities suburbs) vs. outstate; and by several other school characteristics associated with student outcomes: poverty concentration, limited English proficiency concentration, special education concentration, and mobility.

Table 3.2 shows student enrollment by grade. The statewide data in the first column shows that enrollments are larger in the upper grades that are largely unaffected by dropping-out (i.e., grades 7, 8, and 9) than in the lower grades (1, 2, and 3). As the larger cohorts in the upper grades leave school and are replaced by smaller cohorts from the lower grades, overall enrollments across the state can be expected to decline.

Table 3.3 and Figures 3.1 and 3.2 (p. 30) show enrollment trends for grades K–12 from 1988–89 to 1999–2000. Figure 3.1 shows the trend in overall K–12 enrollment, in elementary enrollment (grades 1–6) and in secondary enrollment (grades 7–12). While the drop in overall enrollments from 1998–99 to 1999–2000 is small, 1500 students (see the first row in Table 3.3), this is the first drop in

Table 3.1
1999-2000 School Year: Student Enrollment, by Gender and Ethnicity

		Total Students	Male	Female	American Indian	Asian/ Pacific Islander	Hispanic	Black	White
TOTAL		845,839	434,833	411,006	16,966	41,611	24,839	52,613	709,810
REGION	Metro Area	434,798	223,251	211,547	5,833	35,088	14,820	46,035	333,022
	Outstate	402,822	207,273	195,549	10,611	5,782	9,828	4,126	372,475
STRATA	Mpls/St. Paul	93,018	47,836	45,182	3,246	21,045	7,787	31,282	29,658
	TC Suburbs	341,780	175,415	166,365	2,587	14,043	7,033	14,753	303,364
	Outstate: 2000+	199,383	102,497	96,886	3,855	4,141	5,060	3,202	183,125
	Outstate: 2000-	203,439	104,776	98,663	6,756	1,641	4,768	924	189,350
POVERTY	0-19%	415,828	212,940	202,888	2,674	11,959	6,360	8,777	386,058
	20-29%	161,334	82,762	78,572	1,971	4,825	4,831	4,989	144,718
	30-49%	159,114	82,423	75,691	4,246	5,811	6,335	8,669	134,053
	50-100%	109,563	56,708	52,855	8,075	19,016	7,313	30,178	44,981
LEP	0%	317,064	164,058	153,006	10,352	4,041	3,411	7,762	291,498
	1-9%	425,979	217,707	208,272	4,403	15,141	11,601	18,748	376,086
	10-100%	102,796	53,068	49,728	2,211	22,429	9,827	26,103	42,226
SPECIAL ED	0-9%	330,259	168,420	161,839	4,302	15,692	9,057	17,661	283,547
	10-19%	496,113	254,917	241,196	11,093	25,230	14,909	33,184	411,697
	20-100%	19,467	11,496	7,971	1,571	689	873	1,768	14,566

Each school category refers to the percentage of students who: (a) are eligible for free or reduced-price lunch (poverty); (b) have limited English proficiency (LEP); or (c) are in special education programs. Because some schools could not be assigned to a strata or region (for example, a charter school that draws students from more than one district), the totals for region and strata do not add up to the total for all schools.

Table 3.2
Number of Students in Each Grade, by School Strata

	Number of Students Statewide	Mpls/St. Paul	TC Suburbs	Outstate: 2000+	Outstate: 2000-
PK	9,234	923	3,742	2,166	2,239
KG	59,116	8,094	24,832	12,666	12,725
GRADE 1	60,820	7,572	25,389	13,478	13,454
GRADE 2	61,957	7,848	25,700	13,858	13,776
GRADE 3	62,842	7,711	26,044	14,202	14,120
GRADE 4	64,934	7,761	27,026	14,785	14,674
GRADE 5	64,484	7,530	26,535	14,808	15,022
GRADE 6	64,547	7,104	26,211	15,349	15,252
GRADE 7	65,724	6,622	26,319	15,788	16,430
GRADE 8	67,705	6,617	27,176	16,567	16,843
GRADE 9	71,225	7,551	27,559	17,662	17,966
GRADE 10	69,040	6,699	26,721	17,339	17,788
GRADE 11	66,383	6,125	25,705	16,674	17,400
GRADE 12	67,062	5,784	26,563	16,207	17,989

FOOTNOTES

[1] Minnesota Department of Children, Families & Learning. (1999). *School District Profiles 1998-99*. Roseville, MN: Author.

[2] Minnesota State Demographic Center. (1999). *Minnesota School Enrollment Trends*. St. Paul, MN: Author.

[3] See also Minnesota Department of Children, Families & Learning. (1999). *School District Profiles 1998-99*. Roseville, MN: Author.

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enrollment for more than a decade. Elementary enrollments peaked in 1996-97, at 385,294, and fell to 379,584 in 1999-2000 (Table 3.3). Secondary enrollments continue to increase but appear to be peaking (Table 3.3 and Figure 3.1).

Table 3.3
Enrollment Trends from Academic Year 1988–89 to 1999–00 (October 1 Headcount)

	ACADEMIC YEAR											
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00
TOTAL K-12	721,123	731,992	749,203	766,784	786,413	803,393	813,103	826,074	837,723	844,408	847,339	845,839
PRE-K	5,827	7,347	7,171	5,533	6,394	6,656	8,060	8,340	8,902	8,945	9,116	9,234
KINDERGARTEN	61,442	61,916	64,264	63,383	61,966	62,391	62,908	63,896	62,383	62,085	61,023	59,116
ELEMENTARY	340,967	353,081	363,221	371,307	378,304	380,505	380,474	382,518	385,294	382,701	381,230	379,584
SECONDARY	318,714	316,995	321,718	332,094	346,143	360,497	369,721	379,660	390,046	399,622	405,086	407,139
MPLS/ST PAUL	72,562	74,667	76,137	75,598	79,526	82,805	84,907	88,197	90,749	93,313	93,612	93,018
SUBURBAN	268,169	273,195	282,436	292,116	302,567	311,586	316,915	324,447	332,099	336,995	343,081	347,777
GREATER MINNESOTA	380,392	384,130	390,630	399,070	404,320	409,002	411,281	413,430	414,875	414,100	410,646	405,044
LEP	9,422	10,824	11,919	14,199	14,769	18,556	21,616	24,759	27,953	26,936	31,576	35,810
SPECIAL ED	--	80,500	--	92,238	99,193	95,501	101,891	106,525	110,979	93,362	96,322	98,089
F/R LUNCH	144,329	152,251	162,796	178,625	186,590	197,669	200,524	208,708	212,352	222,284	223,352	220,040

Note: *Special Education enrollments for 1988–89 and 1990–91 were unavailable. The method of counting special education and limited English proficiency students changed in 1998, resulting in an apparent drop in special education/LEP enrollments that year.*

Figure 3.1
Statewide Enrollment from 1989–2000: Elementary, Secondary, and Total K-12 (October 1 Headcount)

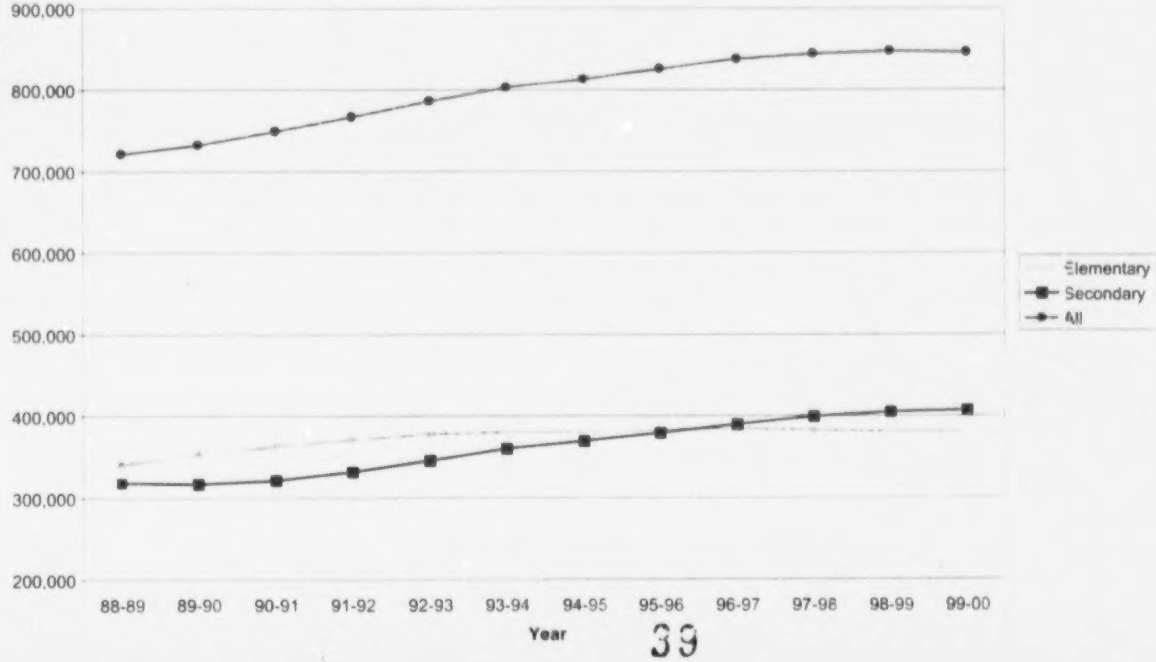
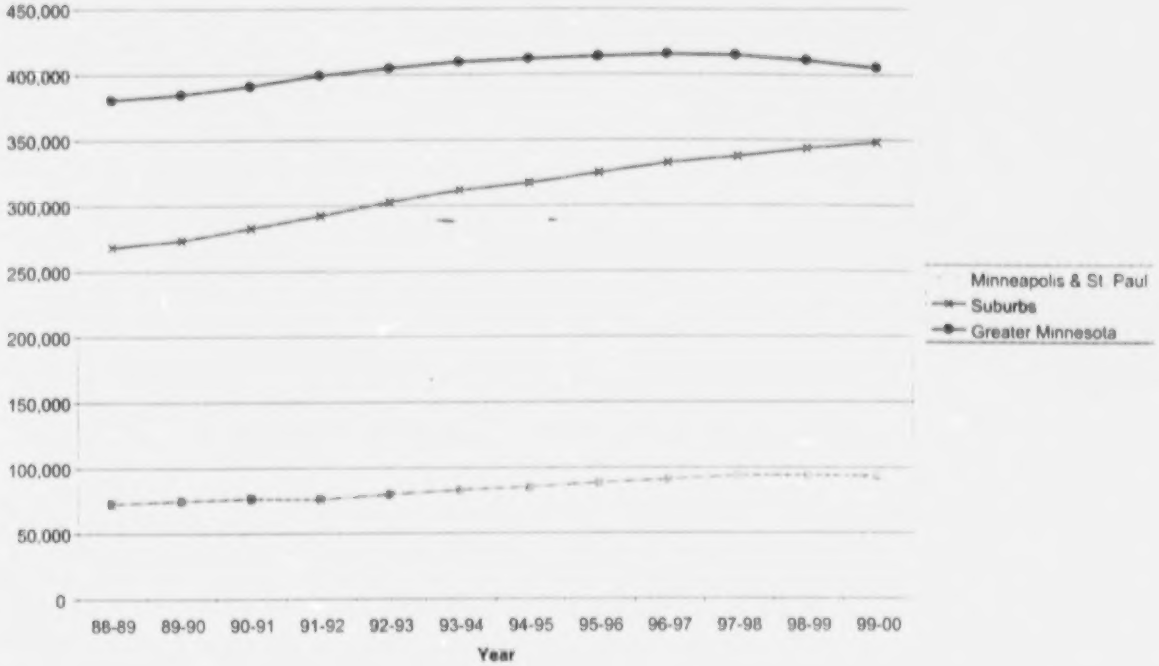


Figure 3.2
K-12 Enrollments in Minneapolis/St.Paul, the Suburbs, and Greater Minnesota: 1989–2000 (October 1 Headcount)



Enrollment trends vary somewhat by region of the state (Figure 3.2). In greater Minnesota, outside the seven county metropolitan area, overall enrollments peaked in 1996–97 and have declined since. In Minneapolis/St. Paul they declined last year for the first time since 1988–89, from 93,612 in 1998–99 to 93,018 last year. Enrollments in the suburbs continue to increase but at a slower pace than in the past.

Table 3.4 (below) and Figures 3.3 and 3.4 (p. 31) show minority enrollment trends for the same period.[4] These continue to rise at both the elementary and secondary levels (Figure 3.3) and in all three regions of the state:

Table 3.4
Minority Enrollment Trends from Academic Year 1989–90 to Academic Year 1999–00 (October 1 Headcount)

	YEAR											
	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
TOTAL K-12	61,948	67,542	72,797	77,336	81,830	89,716	96,687	104,265	113,173	122,063	128,610	136,029
PRE-K	671	805	874	596	743	819	969	971	1,056	1,140	1,164	1,168
KINDERGARTEN	5,634	6,225	6,723	7,117	7,081	8,084	8,780	9,834	10,358	10,987	11,081	11,477
ELEMENTARY	31,249	34,180	37,371	40,083	42,103	45,733	49,425	52,802	57,323	61,168	64,481	67,704
SECONDARY	25,065	27,137	28,703	30,136	32,646	35,899	38,482	41,629	45,492	49,908	53,048	56,848
MPLS/ST PAUL	31,880	34,688	36,490	37,602	41,026	45,137	48,153	52,070	56,089	60,038	62,158	63,360
SUBURBAN	14,698	16,401	18,368	20,005	20,948	23,087	25,313	27,406	30,306	33,740	37,186	42,145
GREATER MINNESOTA	15,370	16,453	17,939	19,729	19,856	21,492	23,221	24,789	26,778	28,285	29,266	30,524

FOOTNOTES

[4] See also Minnesota Department of Children, Families & Learning. (1999). Table 1. *School District Profiles 1998-99.* Roseville, MN: Author, p.10.

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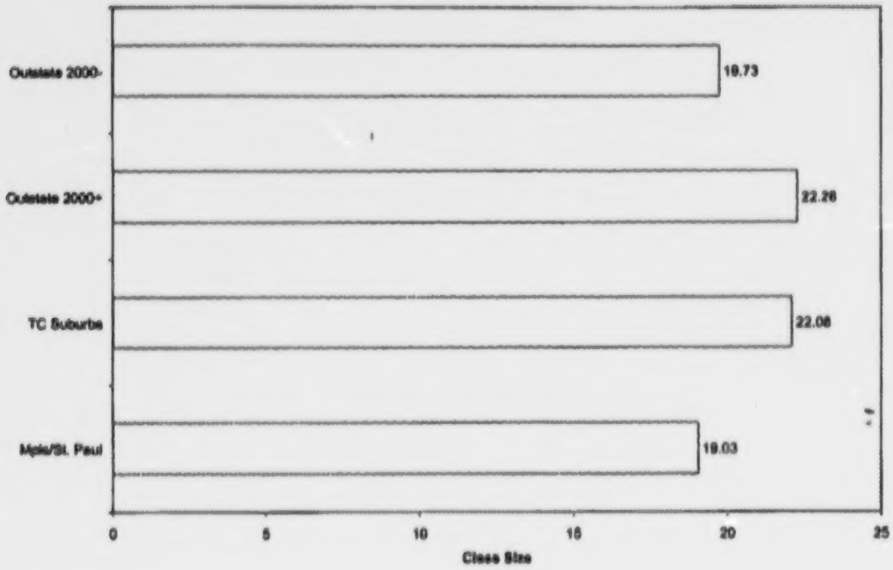

Figure 3.3
Statewide Minority Enrollement from 1989–2000: Elementary, Secondary, and Total K–12 (October 1 Headcount)

Minneapolis/St. Paul, the Twin Cities suburbs, and greater Minnesota (Figure 3.4). The growth in minority enrollment continues to accelerate in the suburbs. Figure 3.4 also shows that minority enrollment remains heavily concentrated in the two core cities, Minneapolis and St. Paul, despite the growth in the suburbs and greater Minnesota.

Over the period covered in Tables 3.3 and 3.4, one trend continues and one is changing. Minority enrollment continues to grow at both the elementary and secondary levels and in all three major regions of the state. Minnesota's schools must be prepared to educate an increasingly diverse student body. Because the concentration of minority students in Minneapolis and St. Paul is so much

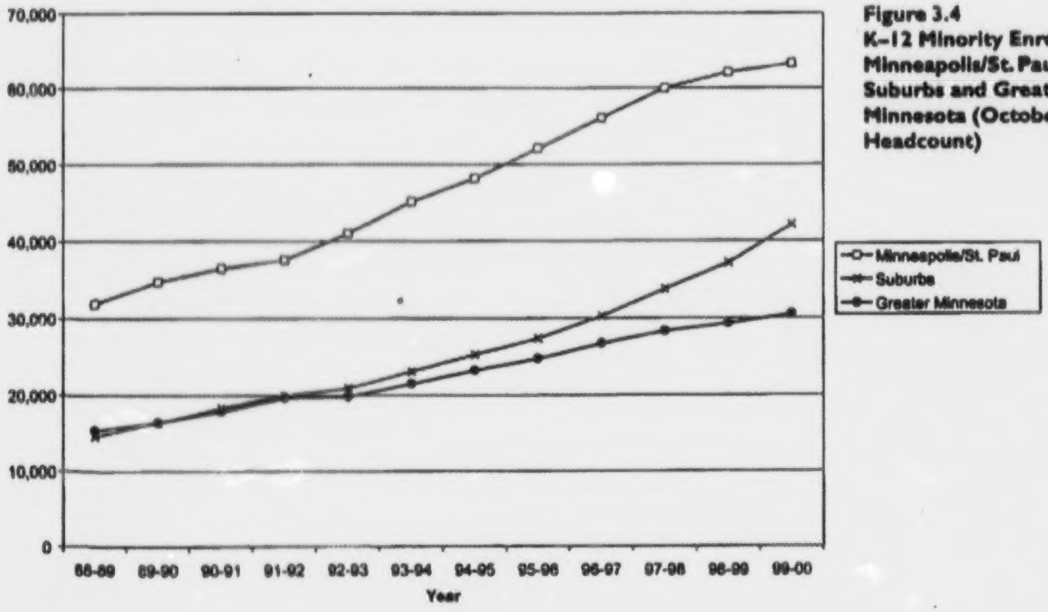

Figure 3.4
K–12 Minority Enrollments in Minneapolis/St. Paul, the Suburbs and Greater Minnesota (October 1 Headcount)

higher than in other districts, the success of minority students in Minneapolis and St. Paul will influence the success of minority students statewide.

Table 3.5
1998–99 Per Pupil Operating Expenditures, by District Category

		Total Operating Expenditures	Admin/ Support Services	Regular Instruction	Vocational Instruction	Exceptional Instruction	Instruction & Pupil Support	Operations & Maintenance	Other
STATE TOTAL		$6,667	$570	$3,218	$134	$1,002	$572	$491	$680
REGION	Metro Area	$6,977	$596	$3,346	$126	$1,078	$657	$494	$678
	Outstate	$6,333	$542	$3,079	$143	$,920	$481	$487	$681
STRATA	Mpls/St. Paul	$8,781	$713	$4,261	$110	$1,416	$889	$558	$832
	TC Suburbs	$6,442	$561	$3,076	$130	$,978	$588	$475	$633
	Outstate: 2000+	$6,345	$483	$3,004	$144	$1,031	$542	$489	$653
	Outstate: 2000-	$6,321	$600	$3,153	$142	$811	$420	$485	$709
POVERTY	0-19%	$6,259	$539	$3,032	$126	$921	$549	$458	$634
	20-29%	$6,399	$534	$3,061	$135	$992	$517	$504	$656
	30-49%	$6,571	$574	$3,165	$165	$951	$500	$505	$710
	50-100%	$8,601	$729	$4,169	$123	$1,350	$830	$561	$838
LEP	0%	$6,368	$596	$3,160	$132	$832	$449	$502	$697
	1-9%	$6,380	$532	$3,046	$138	$985	$560	$475	$644
	10-100%	$8,692	$716	$4,202	$117	$1,410	$866	$553	$827
SPECIAL ED	0-9%	$6,342	$566	$3,116	$142	$853	$532	$482	$652
	10-19%	$6,793	$571	$3,257	$131	$1,061	$588	$494	$690
	20-100%	$8,441	$945	$3,892	$71	$1,433	$608	$628	$864
MOBILITY	0-9%	$6,191	$600	$3,107	$151	$758	$374	$485	$717
	10-19%	$6,242	$527	$3,027	$130	$916	$531	$467	$644
	20-100%	$7,482	$634	$3,560	$137	$1,201	$688	$532	$730

Each district category refers to the percentage of students who: (a) are eligible for free or reduced-price lunch (poverty); (b) have limited English proficiency (LEP); (c) are in special education (Special Ed); or (d) are new to the district since 1/1/99 (Mobility).

While minority enrollment continues to grow as it has for more than a decade, overall enrollment appears to have peaked as predicted by the Minnesota State Demographic Center. Enrollments have peaked at the elementary level but have not yet done so at the secondary level. Enrollments in greater Minnesota have peaked but those in the suburbs continue to rise, if at a slower pace. State, district, and regional planning must take into account both the overall trend in enrollment and variation in that trend by region and grade level.

In districts where enrollment shifts necessitate a reorganization of schools, that reorganization may afford the opportunity to reconfigure schools performing below expectations. It may also allow students who had not previously done so to attend schools that are meeting or exceeding expectations, but which are experiencing a decline in enrollments. The need for new teachers will be tempered somewhat by any decline in enrollments.

FINANCING

In 1998–99, the average per pupil operating expenditure in Minnesota was $6,667, a 5% increase over the $6,333 reported for the previous year.[5] In the

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FOOTNOTES

[5] Davison, M., Davenport, E.C., Erickson, R.N., Kwak, N., Peterson, K.A., Butterbaugh, D., Choi, J., Delorme, L., Schleisman, J., & Seo, Y.S. (2000). *1999 Minnesota Education Yearbook: The Status of Pre-K-12 Education in Minnesota.* Minneapolis, MN: Office of Educational Accountability, College of Education and Human Development, University of Minnesota.

most recent year for which data were available from other states, 1998, the Minnesota per pupil expenditure is reported as $6,636, which is 8% above the national average of $6,168. In that year, Minnesota ranked 13th in per pupil expenditure among the fifty states. Adjusted for regional costs of living differences, Minnesota's per pupil expenditure was reported as $6,767, and ranked 13th.[6]

Table 3.5 shows per pupil operating expenditures for the state as a whole and per pupil expenditures for districts of various categories. These figures exclude capital expenses. They include not only costs of regular instruction, but also costs of special programs (e.g., special education, limited English proficiency instruction) and non-instructional services (e.g., transportation, food service). Concern has been expressed that, nationally, schools and districts with high concentrations of economically disadvantaged students may be less well funded than other schools and districts. Figure 3.5 shows the per pupil expenditure for high and low poverty districts, where district poverty is measured by the proportion of students eligible for free or reduced price lunch. According to these results, there is no tendency for the higher poverty districts to receive less funding than other districts, which suggests that Minnesota's efforts to provide for its economically disadvantaged students have achieved a measure of success. However, whether or not the funding of high poverty districts is adequate to the needs of those districts is still a matter of debate.

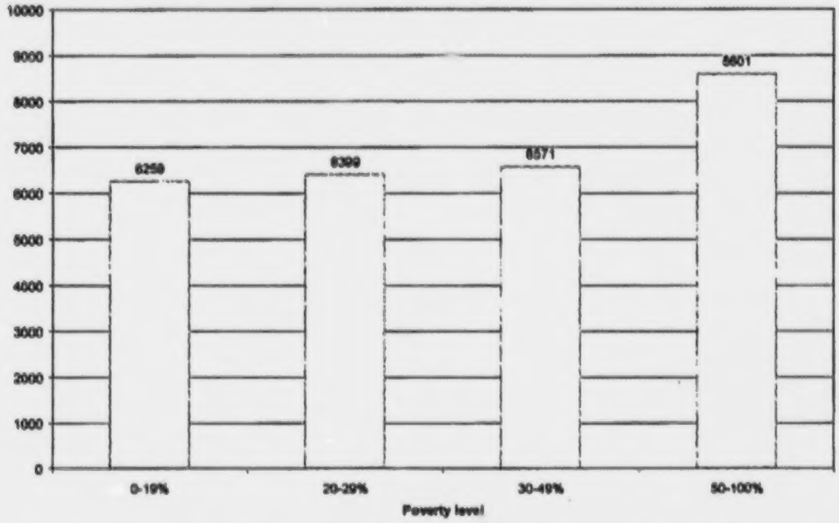

Figure 3.5
1998–99 Total District Operating Expenditures, by District Poverty Level

Figure 3.6 shows how the overall expenditure on public schools is distributed across state, local and federal sources. It is important to note, however, that

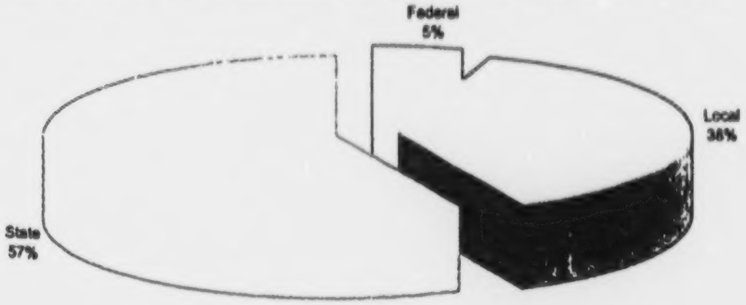

Figure 3.6
Percentage of School Funding Received Through Federal, State, and Local Sources for Minnesota

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FOOTNOTES

[6] Education Week. (2000). *Quality Counts 2000*. (2000). Bethesda, MD: Author.

individual districts may vary significantly in the degree to which they depend on state, local and federal revenue. Over half, 57%, of school funding comes from state revenues. While local revenues and private funds provide 38% of revenues, federal sources account for only 5%. The trend of increases in total education expenditures and the shift from local districts to the state as a primary source of revenue continues much as it has over the past several decades.

Figure 3.7
Distribution of Per Pupil Operating Expenditures

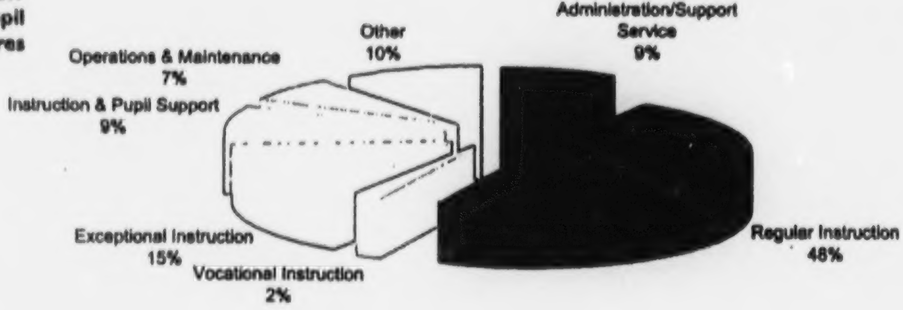

Figure 3.7 shows how the expenditures statewide are distributed across expense categories. As in most states, schools expend nearly half (48%) of revenues on regular instruction, the category including teacher salaries. Exceptional instruction constitutes the second largest expense category expending 15%. Expenditure trends vary somewhat across districts.

Table 3.6
1998–99 Minnesota Teachers Profile: Full-time Teachers

		Number of Teachers	Number of New Teachers	% with BA as Highest degree	% with MA as Highest degree	Number of Teaching Variances	Mean Years Experience	Regular Salary	Age
STATE TOTAL		50,649	3,010	58	39	540	15	$40,319	42
GRADE LEVEL	Elementary	24,713	1,298	58	39	--	15	$40,778	42
	Secondary	25,936	1,712	58	40	--	15	$39,881	42
REGION	Metro Area	24,478	1,671	48	50	181	14	$43,230	41
	Outstate	26,171	1,339	67	30	359	16	$37,596	42
STRATA	Mpls/St. Paul	5,974	407	53	43	71	12	$44,894	42
	TC Suburbs	18,504	1,264	47	52	110	14	$42,692	41
	Outstate 2000+	11,456	509	56	40	138	15	$39,909	42
	Outstate 2000-	14,715	830	76	21	221	16	$35,795	42
SCHOOL CATEGORY: POVERTY	0-19%	22,011	1,370	51	48	146	15	$41,408	41
	20-29%	10,349	549	62	36	168	15	$39,172	42
	30-49%	11,200	587	68	28	124	16	$38,397	42
	50-100%	7,089	504	60	37	102	13	$41,645	41
SCHOOL CATEGORY: LEP	0%	27,470	1,579	62	36	274	15	$39,137	42
	1-9%	17,277	1,038	54	44	135	15	$40,999	42
	10-100%	5,902	393	54	42	81	13	$43,823	42
SCHOOL CATEGORY: SPECIAL ED	0-9%	15,003	965	54	43	43	15	$41,444	42
	10-19%	33,517	1,920	60	38	493	15	$39,905	42
	20-100%	2,129	125	62	34	4	14	$38,896	42

Each school category refers to the percentage of students who: (a) are eligible for free or reduced-price lunch (poverty); (b) have limited English proficiency (LEP); or (c) are in special education. Note: No information is available on the number of teaching variances by elementary/secondary designation.

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TEACHER CHARACTERISTICS

Table 3.6 shows a profile of Minnesota's 50,649 full-time teachers. Since this table includes data only for full-time teachers, findings may differ from reports that include both full- and part-time teachers. Over 3,000, or about 6%, were new teachers, teachers in their first year of teaching. There are approximately equal numbers of secondary and elementary teachers in the state. However, among new teachers, more teachers are in secondary than in elementary education. Also, despite the fact that there are more full-time teaching positions in outstate Minnesota, there are a greater number of new teachers in the metro area than outstate.

Nearly all (97%) Minnesota's teachers have a B.A or M.A degree, and 39% have an M.A. or above. In small outstate districts of less than 2,000 students the percentage of teachers having an M.A. degree or above is lower (21%). This may be a reflection of the availability of graduate programs or the salary structure of the smaller, outstate districts, which do not always recognize or compensate for the completion of an M.A. degree.

Table 3.7
1998–99 Average Class Size

		Class Size Grades 1-3	Class Size Grades 4-6
STATE TOTAL		20.40	22.38
REGION	**Metro Area**	21.95	24.98
	Outstate	20.14	21.94
STRATA	**Mpls/St. Paul**	19.03	21.82
	TC Suburbs	22.08	25.12
	Outstate 2000+	22.26	24.85
	Outstate 2000-	19.73	21.36

Across the state, the mean salary for full-time teachers was $40,319, an increase of 4% over the figure reported last year. According to the American Federation of teachers, Minnesota's average teacher salary for 1999 ranks 19th among the 50 states, and is within 2% of the national average.[7] However, in competition for new teachers, Minnesota benefits from the fact that its average salaries are higher than those of some surrounding states.

Elementary Class Size

Table 3.7 shows the average class size in grades 1–3 and grades 4–6 for the latest year in which such data were available (1998–99). Across the state, average class size is somewhat higher in the upper elementary grades, 22.38, as compared to the lower grades, 20.40. In the two core cities and the smaller outstate districts, class sizes averaged between 19 and 20 in grades 1–3; between 21 and 22 in grades 4–6. In the Twin Cities suburbs and the larger outstate districts, the class sizes are slightly larger; slightly over 22 in grades 1–3 and approximately 25 in Grades 4–6.

CONCLUSIONS

Per-pupil funding in Minnesota continues to increase as it does throughout the country. For the last year in which data were available from other states, 1998, Minnesota's per pupil expenditure ranked 13th as compared to other states. To its credit, Minnesota's efforts to equalize school resources for students irrespective of their economic background seems to have produced some success. Figure 3.5 suggests that districts with high concentrations of low-income students have funding levels that are similar to those in other districts around the state, but those funding levels may not be adequate to the needs of low-income districts.

The demographic composition of the student body continues to become more

FOOTNOTES

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[7] American Federation of Teachers. (1999). *Survey and Analysis of Salary Trends 1999.* Washington, DC: Author.

diverse. For the first time in over a decade, the total number of students in K–12 education declined last year. Increases in enrollments continued in the suburbs and in the secondary grades, however at a slower pace.

To some extent, trends among new teachers paralleled trends in enrollment. More new teachers were hired at the secondary level, where enrollments continue to grow, than at the elementary level. Demand for new teachers was strongest in the suburbs.

If enrollments continue to decline and do so unevenly across regions of the state and grade levels, this will have a significant effect on the level of resources needed and the distribution of those resources. It will particularly affect the number of new teachers needed and the licensure areas in which they are most needed.

CHAPTER 4

PARTICIPATION: COURSEWORK, ATTENDANCE, GRADE PROMOTION, AND GRADUATION RATES

Minnesota is working to answer questions relating to the number of teachers and the licensure areas that may be needed, as time goes on and the effects of changing demographics and funding levels become more clear. Such changes will have implications for students' participation in school, from the courses they take to their attendance patterns and the plans they make for their lives after high school. And even that information is not enough: it is important to look at how students feel about the classes they take and the teachers who teach them, because it is often these perceptions that affect students' ability—or at least their desire—to achieve. In turn, coursework, attendance patterns, and plans for further education are likely to have an effect on grade promotion, graduation, and dropout rates—indicators we often look to as measures of our schools' success. Answering these questions will help us to better understand how well our education system is meeting the needs of students—and suggest ways of continuing to improve.

ACT CORE COURSE PREPARATION

The *ACT Assessment Program* asks test-takers to report on completion of the core academic courses shown in Table 4.1: mathematics, science, English, social studies, social sciences, foreign languages, and computers. Although many factors can influence a student's performance on an academic test, *ACT* has found that taking the recommended core sequence is associated with higher

Table 4.1 Recommended Course Credit Requirements: *A Nation at Risk* and *ACT*

	A Nation at Risk	ACT
Mathematics	3	3[1]
Science	3	3
English	4	4
Social Studies	3[2]	...
Social Sciences	...	3[2]
Foreign Language	2[3]	0
Computers	.5	0[4]

Table data taken from:

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform.* Washington, DC: Superintendant of Documents, U.S. Government Printing Office.

American College Testing Program. (1997). ACT *high school profile report: High school graduating class 1997: State composite for Minnesota.* (Code 240-000). Iowa City, IA: Author.

TABLE NOTES

[1] ACT makes more specific suggestions concerning which math courses to take.

[2] ACT suggests three credits in social science, which includes social studies. *A Nation at Risk* just recommends social studies.

[3] *A Nation at Risk* recommends foreign language study for college-bound students.

[4] ACT places computer courses with mathematics.

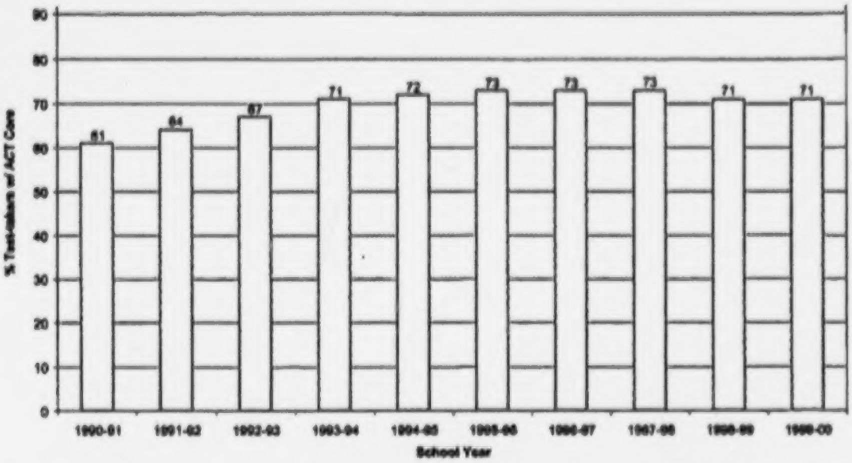

Figure 4.1
Percentage of Minnesota Test-takers Having Completed the ACT Recommended Core Academic Preparation, by School Year

scores on the admissions test (see Figure 5.21). The recommended core sequence includes four years of English and three years each of science, social science and mathematics. The ACT recommendations are similar to those of other groups, including the National Commission on Excellence in Education.[1] Figure 4.1 (above) illustrates the trend in coursework preparation, over the last decade, for Minnesota test-takers. From 1990–95 there was a steady increase in the percentage of test-takers completing the core. This percentage leveled off at 73% in 1996, 1997, and 1998, and dropped to 71% in 1998–99, where it has remained for the last two years. While the number of students *taking* the *ACT* assessment has continued to increase (see Figure 5.20), the preparedness of students has not. The reason for this drop in scores is unclear, and worthy of further study. Basic skills coursework may be displacing college preparation work; or schools may be encouraging more students to take the *ACT* regardless of their course preparation or college plans.

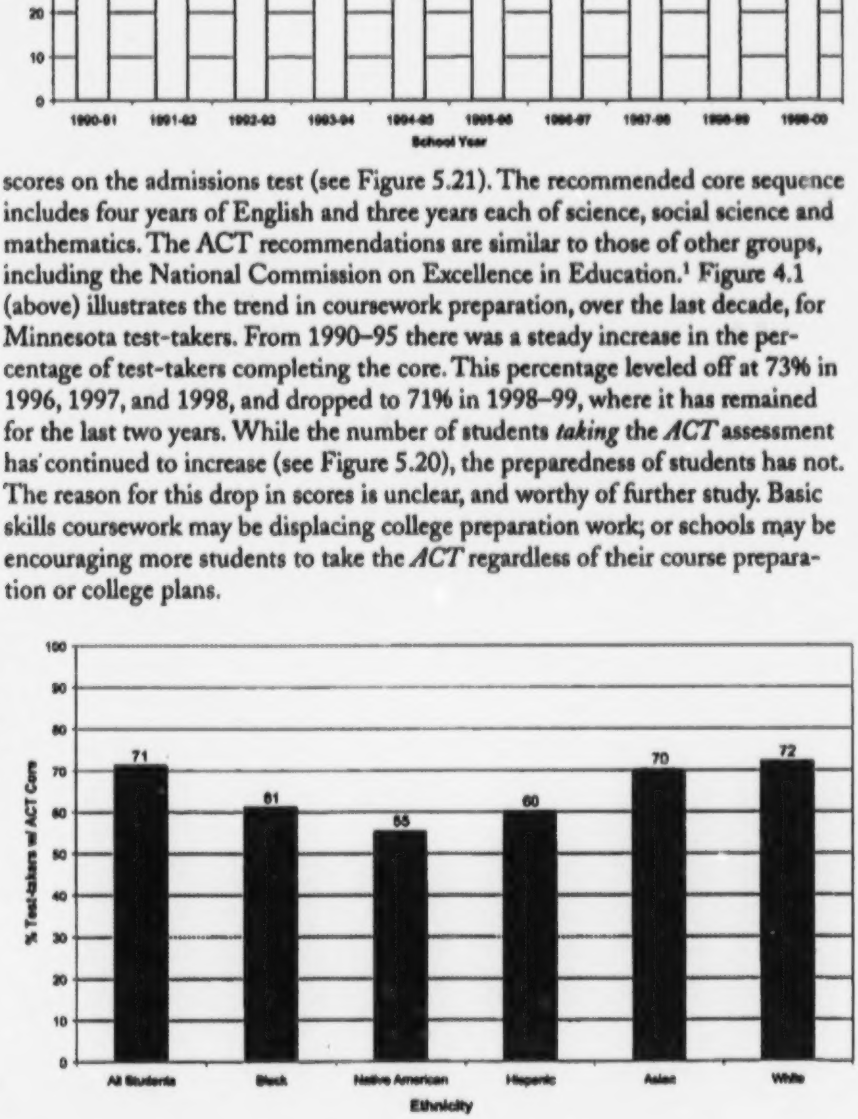

Figure 4.2
Percentage of 1998–99 Minnesota ACT Test-takers Having Completed the ACT Recommended Core Academic Preparation, by Ethnicity

Figure 4.2 shows the percentage, by ethnicity, of test-takers meeting the *ACT* core course recommendation. Black, Native American, and Hispanic test-takers were less prepared than their Asian and White counterparts. When we compare this year's figures to those of last year, we see a slight increase in course work preparation for Black (up 2%), Native American (up 5%) and Hispanic (up 2%)

FOOTNOTES

[1] National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform.* Washington, DC: Superintendant of Documents, U.S. Government Printing Office.

test-takers. Asian and White test-takers had the same level of preparedness as last year. Although an obvious gap still exists between the readiness of White and Asian students and the readiness of Black, Native American and Hispanic students, these results illustrate a modest narrowing of that gap.

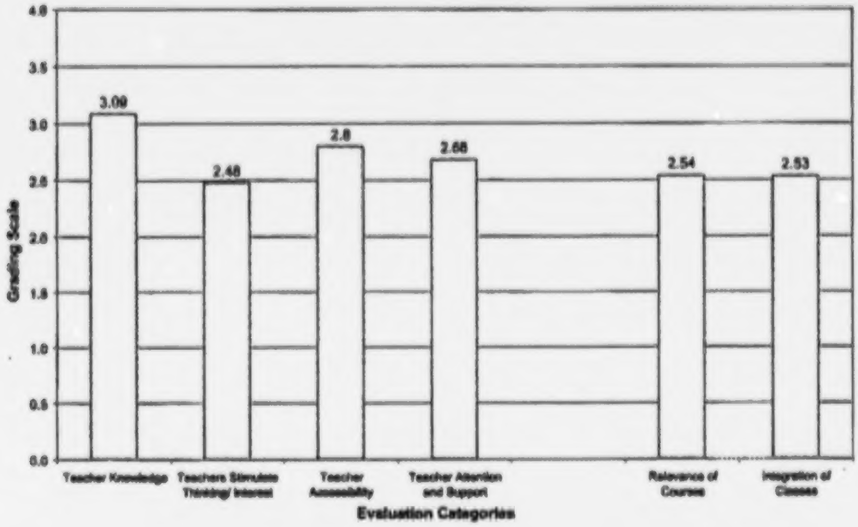

Figure 4.3
Student Grading of Teachers and Coursework: Class of 1999

SATISFACTION WITH TEACHERS AND COURSES: CLASS OF 1999

In *The 1999 Minnesota High School Follow-Up Survey* conducted by the Human Capital Research Corporation for the Department of Children, Families & Learning, a representative sample of high school seniors from the class of 1999 was asked to evaluate their schools on several issues. Students were asked a variety of questions regarding their goals, plans, and motivations. They were also asked their opinion on their high school environment and experience. Students were asked to grade their teachers' knowledge, ability to stimulate thinking and interest, accessibility, and attention and support. Students were asked to grade coursework on its relevance and integration. An "A-F" grading scale was used, where "A"=excellent, "B"=above average, "C"=average, etc. Table 4.2 shows the average numerical equivalent of the grades given by students, where "A"=4.0, "B"=3.0, etc.

Table 4.2
Student Grading of Satisfaction with Teachers and Coursework: Class of 1999

		Teacher Knowledge	Teacher Stimulates Thinking/ Interest	Teacher Accessibility	Teacher Attention and Support	Relevance of Courses	Integration of Classes
TOTAL		3.09	2.48	2.80	2.68	2.54	2.53
GENDER	Female	3.15	2.53	2.87	2.76	2.61	2.61
	Male	3.04	2.43	2.73	2.61	2.47	2.45
ETHNICITY	White	3.10	2.46	2.80	2.68	2.52	2.52
	Nonwhite	3.06	2.64	2.77	2.71	2.67	2.56
FALL 1999 COLLEGE PLANS	None	2.85	2.21	2.46	2.37	2.32	2.30
	Technical College	3.05	2.40	2.61	2.48	2.37	2.38
	Community College	3.03	2.42	2.71	2.62	2.51	2.50
	Four-Year Institution	3.25	2.64	3.03	2.91	2.70	2.68
PARENT'S HIGHEST ACADEMIC DEGREE	Less than H.S.	3.10	2.51	2.47	2.67	2.68	2.54
	H.S. Diploma	3.13	2.53	2.87	2.75	2.59	2.56
	Associate Degree	3.15	2.57	3.00	2.90	2.62	2.52
	B.A. or Higher	3.27	2.59	3.03	2.88	2.70	2.61

Letter grade to point scale equivalents: A=4; B=3; C=2; D=1; F=0.

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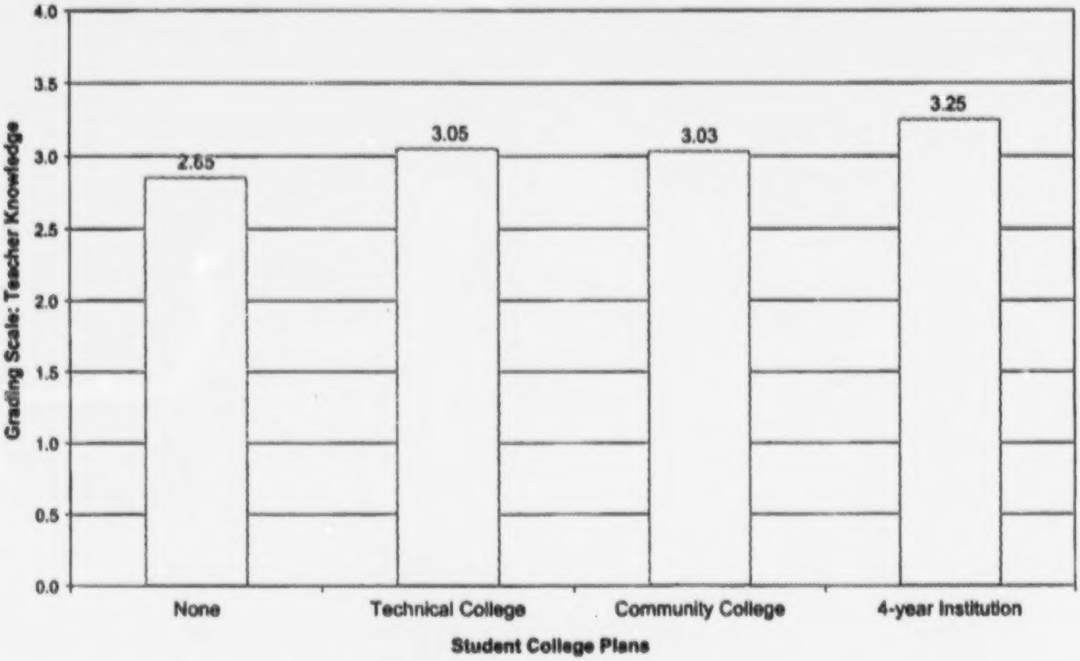
Figure 4.3 (p. 39) shows the mean rating given to teachers by students in each area included in the survey. Ratings were very similar to results published last year. Teachers received the highest rating in the area of knowledge, where students assigned a grade of "B," corresponding to a mean rating of 3.09. Teachers received "C" or "C+" ratings in the other three categories—stimulate thinking/interest, accessibility, and attention/support—with mean ratings between 2.48 and 2.80. Female students rated teachers higher than did their male student counterparts in all areas (Table 4.2, p. 39). Figure 4.4 looks at student ratings of teacher knowledge, according to the student's future college plans. Students planning to attend a 4-year institution rated teacher knowledge higher than did students with no college plans, or students planning to attend a technical or community college.

Figure 4.4
Student Grading of Teacher Knowledge, by Student College Plans



Students also reported on their satisfaction with coursework. When asked to grade the relevance of courses and the integration of classes, students reported a grade of "C+" for both areas. As they did when rating their teachers, female students provided higher ratings than male students, and students planning to attend a 4-year institution provided higher ratings than students with no college plans, or students planning to attend a technical or community college.

ATTENDANCE

Attendance is one of the factors that most influences a student's school success. An earlier report by the Minnesota Office of the Legislative Auditor documented the relationship between attendance and success on the *Basic Standards Test* in reading and mathematics.[2] Of the variables analyzed in the report, attendance had the strongest relationship to average school test scores. Furthermore, poor attendance in the middle and upper grades is associated with dropping out.[3] Therefore, attendance is of interest in its own right, but also because of its relationship to achievement and dropping out.

FOOTNOTES

[2] Office of the Legislative Auditor, State of Minnesota. (1998, January). *Remedial Education*. St. Paul, MN: Author.

[3] Ekstrom, R.B., Goertz, M.E., Pollack, J.M., & Rock, D.A. (Spring, 1986). Who drops out of high school and why? Findings from a national study. *Teacher's College Record, 87,* 356–373.

Table 4.3 shows attendance rates for selected grades, various categories of students, and various categories of schools. As clearly illustrated in Figure 4.5, attendance rates are highest in the early grades and drop slightly in later grades.

Table 4.3 Average Attendance Rate for Third, Fifth, Eighth, Ninth, Tenth, Eleventh, and Twelfth Grades

		Grade						
		03	05	08	09	10	11	12
TOTAL		96	96	94	93	93	92	91
GENDER	Female	96	96	94	93	92	91	91
	Male	96	96	95	93	93	92	91
ETHNICITY	Asian	97	98	95	93	91	90	89
	Black	94	94	90	87	87	86	86
	Hispanic	94	94	91	88	87	86	87
	Am. Indian	93	92	87	83	83	83	83
	White	96	96	95	94	93	92	91
LEP		96	96	92	90	89	87	87
SPECIAL ED		95	95	92	90	90	89	90
F/R LUNCH		95	95	92	90	89	88	88
MIDYEAR TRANSFERS	0	96	96	95	94	93	92	92
	1	94	93	88	85	84	82	81
	2 or more	91	91	86	84	85	85	84
STRATA	Mpls/St. Paul	95	95	91	88	88	87	88
	TC Suburbs	96	96	95	94	94	93	91
	Outstate: 2000+	96	96	95	93	92	91	90
	Outstate: 2000-	96	96	95	94	93	93	92
PUBLIC SCHOOLS	Non-charter	96	96	94	93	93	92	91
	Charter	96	96	93	88	89	84	79

Note: *LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; Midyear Transfers=the number of times a student transfers into a new school (does not include transfers out).*

Attendance rates stay at or above 93% through grade ten, but are lower in eleventh and twelfth grade. To varying degrees, all types of students in all types of schools in all regions of the state attend school at lower rates in high school.

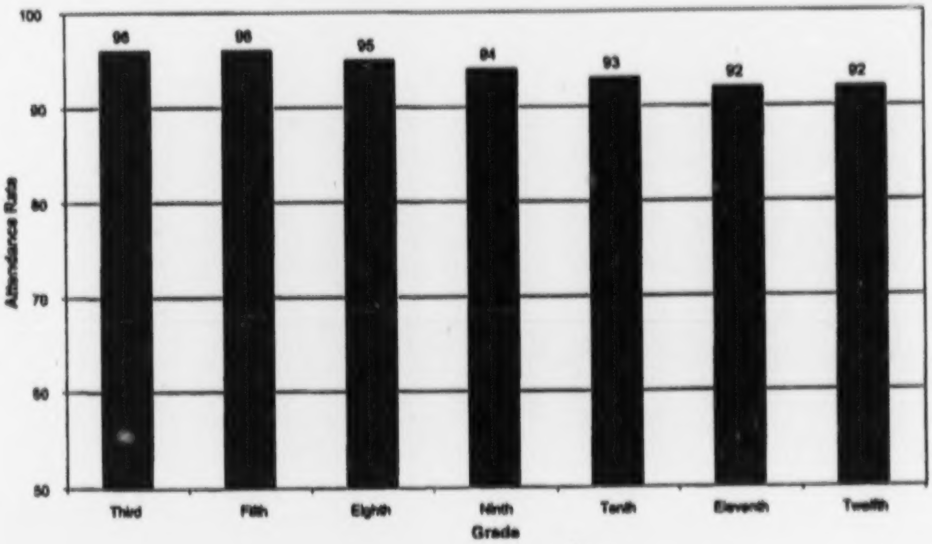


Figure 4.5 Average Attendance, by Grade

Attendance rates are virtually identical for boys and girls. However, there were differences among ethnic groups. A higher attendance rate was reported for White and Asian students than for Black, Hispanic, and American Indian students. Attendance rates are also higher for students without any midyear school transfers, compared to those students with transfers; and for students in non-charter schools compared with students in charter schools.

GRADE PROMOTION

Table 4.4 shows the percentage of students at each grade from K–11 in 1998–99 who were promoted to a higher grade the following year, 1999–2000. These are the percentages of students enrolled as of October 1, both in 1999 and 2000, and who were assigned to a higher grade in 1999–2000 than in 1998–99. These percentages are shown for the state as a whole; for various categories of students; for the different school strata (Minneapolis/St. Paul, Twin Cities suburbs, outstate schools with 2000 or more students, and outstate schools smaller than 2000 students), and for charter and non-charter public schools.

Table 4.4
Percentage of Students Promoted between 1999 and 2000

		GRADE LEVEL IN 1999												
		K	1	2	3	4	5	6	7	8	9	10	11	Overall
OVERALL		96.7	98.4	99.4	99.5	99.6	99.7	99.7	99.3	99.2	98.0	97.9	97.8	98.8
GENDER	Female	97.2	98.6	99.6	99.5	99.7	99.7	99.8	99.5	99.3	98.3	98.2	98.3	99.0
	Male	96.1	98.2	99.3	99.4	99.6	99.7	99.6	99.2	99.1	97.7	97.7	97.4	98.6
ETHNICITY	Asian	92.9	98.5	98.8	99.0	99.3	99.3	99.6	99.6	99.3	97.2	97.7	96.5	98.2
	Black	91.4	96.2	98.5	98.6	98.4	98.7	99.3	98.1	98.2	89.7	90.6	91.4	96.1
	Hispanic	92.1	96.1	98.3	98.5	99.1	99.0	99.4	98.2	97.2	93.9	93.9	93.1	96.7
	Am. Indian	92.4	96.0	98.7	98.6	99.0	98.0	97.4	95.6	94.1	87.9	87.9	92.1	95.1
	White	97.6	98.8	99.6	99.6	99.8	99.8	99.8	99.5	99.4	98.7	98.6	98.3	99.1
LEP		95.2	96.6	98.3	98.4	98.9	98.6	99.2	99.0	98.8	94.8	95.2	93.5	97.4
SPECIAL ED		91.8	96.3	98.4	98.6	98.8	99.1	98.9	98.4	97.7	95.0	94.9	94.7	97.2
F/R LUNCH		93.9	97.2	98.9	99.1	99.3	99.3	99.3	98.5	98.1	94.9	94.8	95.1	97.6
ATTENDANCE RATE	95-100%	97.8	99.0	99.6	99.7	99.8	99.8	99.8	99.8	99.8	99.6	99.8	99.5	99.5
	90-95%	96.6	98.4	99.6	99.4	99.7	99.8	99.7	99.5	99.4	99.0	99.3	99.3	99.2
	0-90%	92.9	95.1	98.0	98.4	98.3	98.6	98.7	97.3	96.8	90.9	91.2	92.7	95.1
STRATA	Mpls/St. Paul	89.3	97.7	98.7	98.8	99.0	99.0	99.2	99.0	98.7	92.2	94.1	94.4	96.8
	TC Suburbs	98.6	99.3	99.7	99.7	99.8	99.8	99.8	99.5	99.5	99.2	99.0	98.4	99.4
	Outstate: 2000+	97.9	97.6	99.3	99.7	99.8	99.8	99.6	99.3	99.2	97.9	97.8	97.6	98.8
	Outstate: 2000-	96.2	98.3	99.5	99.2	99.7	99.8	99.7	99.3	99.0	98.3	98.0	98.4	98.8
PUBLIC SCHOOLS	Non-charter	96.6	98.5	99.4	99.5	99.7	99.7	99.7	99.4	99.2	98.0	98.1	98.0	98.8
	Charter	98.9	93.2	98.9	97.7	93.6	96.7	99.3	96.2	95.8	90.3	85.8	90.6	95.6

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch.

Particular caution should be exercised when interpreting promotion rates for the high school years (grades 9–12). Some districts assign high school students to grades based on their progress in meeting graduation requirements, primarily coursework requirements. Such districts will not promote a high school student in any grade from 9 through 12 without sufficient progress in meeting degree requirements. Other districts promote students to the next high school grade, irrespective of their progress, but will not issue the diploma until all requirements have been completed. Such districts do not retain students in grades 9–11, but will require students to remain as twelfth graders until their graduation requirements are completed.

Table 4.4 shows high school grades 9–11, but not grade 12. Promotion at grade 12 constitutes graduation and the graduation data are shown in Table 4.5. Graduation rate and continuation rate data in Table 4.5 complete the high school promotion picture. Fully 10% of students entering 9th grade in 1995 were continuing high school beyond the normal four years.

Table 4.5
Four-year High School Completion and Dropout Rates for the Minnesota Class of 1999

		Number of Students	Number of Graduates	Number of Dropouts	Number Continuing	4-year Graduation Rate (%)	Dropout Rate (%)	Continuation Rate (%)
TOTAL		64,254	50,696	6,862	6,696	79	11	10
GENDER	Male	32,903	24,970	4,137	3,796	76	13	12
	Female	31,351	25,726	2,725	2,900	82	9	9
ETHNICITY	Asian	2,291	1,576	351	364	69	15	16
	Black	3,003	1,160	1,093	750	39	36	25
	Hispanic	1,098	529	343	226	48	31	21
	Am. Indian	1,252	532	435	285	42	35	23
	White	56,610	46,899	4,640	5,071	83	8	9
STRATA	Mpls/St. Paul	6,163	3,045	1,878	1,240	49	30	20
	TC Suburbs	22,643	19,473	1,584	1,586	86	7	7
	Outstate: 2000+	16,043	12,850	1,633	1,560	80	10	10
	Outstate: 2000-	16,269	14,684	890	695	90	5	4
IEP	Yes	6,372	3,655	1,305	1,412	57	20	22
	No	57,882	47,041	5,557	5,284	81	10	9
LEP	Yes	1,322	768	293	261	58	22	20
	No	62,932	49,928	6,569	6,435	79	10	10
PUBLIC SCHOOLS	Non-charter	64,015	50,595	6,810	6,610	79	11	10
	Charter	239	101	52	86	42	22	36

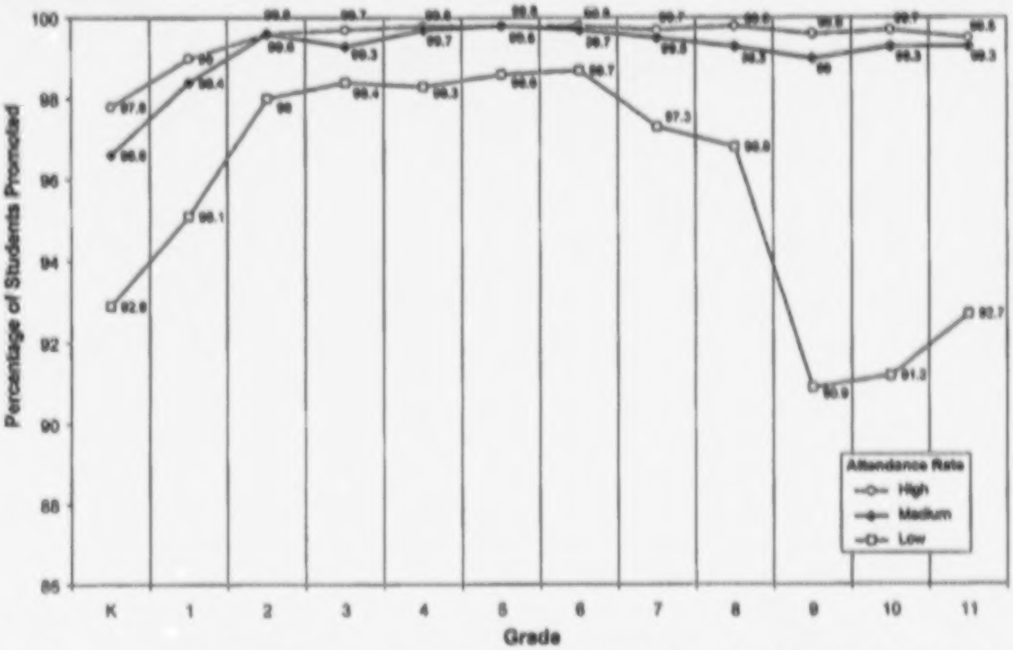
Note: IEP=Individual Education Plan; LEP=limited English proficiency.

Across grades K–11 in Table 4.4, the promotion rate varies little, ranging from a low of 96.7% in kindergarten to a high of 99.7% in fifth and sixth grades. Thereafter, it gradually declines to 97.8% by the end of eleventh grade. While boys are promoted at lower rates than girls at every grade (except fifth), the difference is always less than 1.5%.

As shown in Table 4.4, Whites have the highest promotion rate at every grade. The gap in promotion rates all but disappears by grades five and six, but it gradually re-emerges and widens again in junior high and high school. The promotion rate difference between Whites and non-Whites emerges in kindergarten. Indeed, some of the largest differences are at that early grade.

Students with limited English proficiency, students in special education, and low-income students (eligible for free/reduced price lunch) were all promoted to the next grade at lower rates than other students. In the middle grades (4–7), these differences were smaller, generally 1% or less. Promotion rates varied by attendance (Figure 4.6). Students with better attendance in 1998–99 were more likely to be promoted. This is, in part, because attendance is sometimes used to make the promotion decision.

Figure 4.6
Percentage of Students Promoted between 1999 and 2000, by Attendance Rate and Grade



Note: High=95–100% attendance rate; Medium=90–95% attendance rate; Low=below 90% attendance rate.

In comparing regions of the state, the largest differences were between the two core cities and the other regions of the state. The regional differences were larger in kindergarten and the high school grades. It is unclear whether these high school differences reflect differences in the promotion policies as described above.

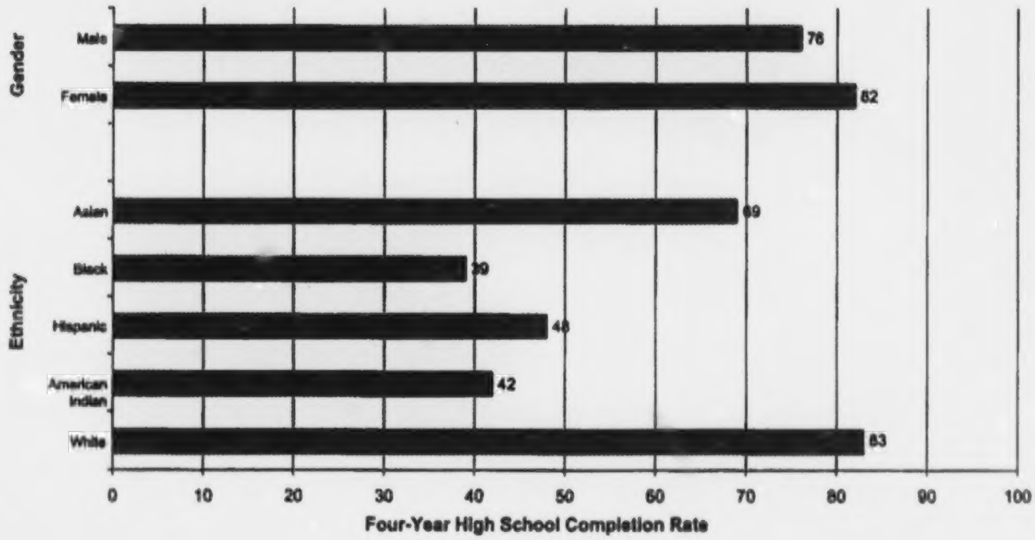
As described in Chapter 2, the Clinton administration has proposed eliminating social promotion. Should grade promotion become a serious topic of discussion in Minnesota, the data in Table 4.4 (p. 42) provide a starting point for that discussion.

HIGH SCHOOL GRADUATION RATES: CLASS OF 1999

Table 4.5 (p. 43) shows the four-year high school completion and dropout rates for Minnesota students in the class of 1999 overall, for specific categories of students, and for various categories of schools. These data are based on students who were ninth graders in 1996 and were followed until Spring 1999. The class of 1999 is the last class to graduate without having to meet the basic requirements of the *Graduation Rule by* passing the *Basic Standards Tests.* As this report was being prepared, final data on the class of 2000 (the first class needing to pass the *Basic Standards Tests)* was not yet complete.

Figure 4.7 shows the four-year completion rates for male and female students, and for specific ethnic groups. These data are based on students who were ninth graders in 1996 and were tracked until the spring of 1999.[4] Students who transferred to an educational program in another state or who stopped their education for reasons such as death or illness were not included in calculating the four-year high school graduation and dropout rates. Furthermore, the final status of some students could not be determined; these students also were removed from the calculations.[5]

Figure 4.7
Four-year High School Completion Rate, by Gender and Ethnicity



For the state as a whole, 79% of students completed their education in four years, hardly higher than last year (78%). Eleven percent dropped out and another 10% were still enrolled in high school, but had not yet completed the necessary work for their diploma. This graduation figure may not be comparable to graduation rates from other states, where the data include students who finish in more than four years and students receiving a high school equivalency degree.

Males had a lower four-year graduation rate than females (76% vs. 82%) and a higher dropout rate (13% vs. 9%). Among ethnic groups, the graduation rates reported were within 1% of last year's results for all groups except Black students, whose rates increased 3% from last year (from 36% to 39%). Whites have the highest graduation rate (83%), followed by Asian (69%), Hispanic (48%), American Indian (42%), and Black students (39%). Addressing the low graduation rate among minority students needs to be a high priority, not just in the schools, but for parents and the larger community.

Wide disparities existed in graduation rates, dropout rates and continuation rates across different regions of the state. While graduation rates in Minneapolis and

FOOTNOTES

[4] Department of Children, Families & Learning. (1999). *Completion Study for the Class of 1999.* Roseville, MN: Author.

[5] Ibid.

St. Paul were 49%, they were 80% in large outstate districts, 86% in suburban districts, and a commendable 90% in small outstate districts. Dropout rates were at least three times higher in Minneapolis-St. Paul than in any other region of the state. Continuation rates are at least twice as high in Minneapolis and St. Paul districts as in any other regions in the state (Table 4.5, p.43).

Table 4.6
Percentage of Students Planning to Attend College: Class of 1999

		FALL 1999 COLLEGE PLANS			
		None	Community College	Technical College	Four-Year Institution
TOTAL		22%	19%	10%	49%
GENDER	Female	18%	21%	7%	54%
	Male	27%	17%	14%	43%
ETHNICITY	White	22%	19%	10%	48%
	Nonwhite	24%	18%	8%	50%
PARENT'S HIGHEST ACADEMIC DEGREE	Less than H.S.	36%	18%	11%	36%
	H.S. Diploma	20%	17%	14%	48%
	Associate Degree	13%	20%	8%	60%
	B.A. or Higher	8%	14%	4%	74%

COLLEGE PLANS: CLASS OF 1999

In a high school study conducted by the Human Capital Research Corporation, high school seniors were asked about their college plans for the following fall. Table 4.6 provides information on students' plans overall, and by gender, ethnicity, and parents' education level. Nearly half (49%) of the 1999 seniors surveyed reported plans to attend a four-year institution the following fall. Twenty-two percent had no plans to attend any college at all. Girls were more likely than boys to plan to attend a four-year college (54% compared to 43%) or a community college (21% compared to 17%). Boys were more likely than girls to report plans to attend a technical college (14% vs. 7%) or no college at all (27% vs. 18%). There were no notable differences in college plans between White and non-White twelfth-grade students.

According to the results illustrated in Figure 4.8 (p. 47, top), the percentage of students planning to enter a 4-year institution increased along with higher parental education levels. Nearly three-fourths of students whose parent(s) had a B.A. degree or higher reported planning to attend a 4-year institution, compared with less than half of those students whose parent(s) had a high school diploma or less.

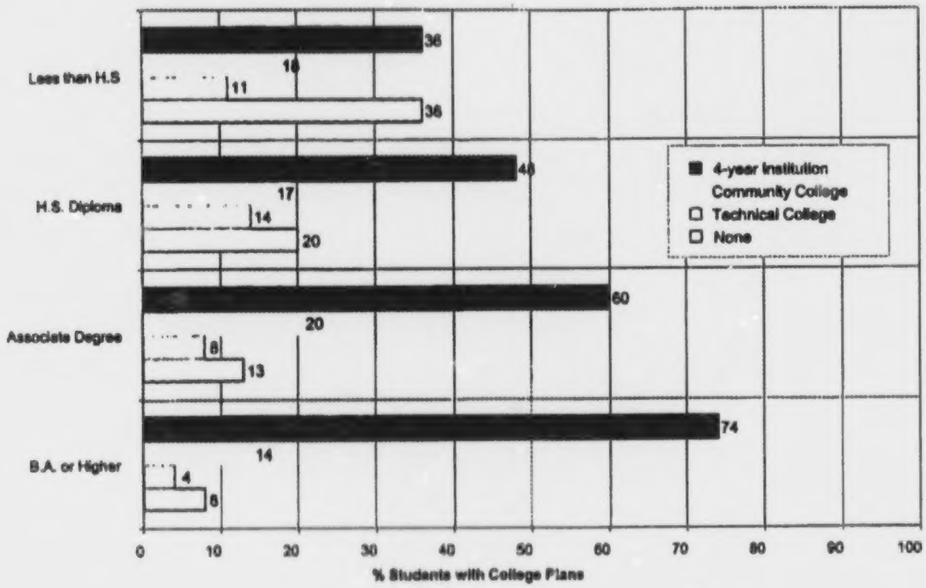


Figure 4.8
Student College Plans, by Parental Education Level

CONCLUSIONS AND RECOMMENDATIONS

The data on Minnesota students' high school course work was similar to the results in 1999. The percentage of *ACT* test-takers having completed the recommended course work was the same as last year (71%). Minority test-takers were still less prepared than their White counterparts, although there was a modest narrowing of the gap. Grade promotion is high at every grade, particularly 2–8, with a slight drop off in higher grades.

Statewide, high schools must make extra efforts just to maintain the current four-year high school completion rates as graduation requirements increase. The class of 2000, for which graduation data were not yet complete, was the first class that needed to fulfill their high school course credit requirements *and* demonstrate attainment of the *Basic Standards* in two subjects, reading and mathematics, in order to graduate. The graduation rate data in this report for the Class of 1999 provides a benchmark against which to judge the impact of the *Basic Standards Tests* on graduation.

The class of 2001 will need to demonstrate proficiency in writing, in addition to reading and mathematics. In districts where the *Graduation Rule* is fully implemented, students will not only need to meet their district's course requirements and demonstrate attainment of the *Basic Standards* in three subjects (mathematics, reading and writing) they will also need to meet 24 of the 48 *High Standards* in the *Profile of Learning*. Given the increasing diversity of student demographics, and increasing high school graduation requirements, it will be difficult to maintain current four-year high school completion rates. Students with poor attendance can be expected to have particular difficulty in completing the graduation requirements in four years.

CHAPTER 5
ACHIEVEMENT

Success in Minnesota's K–12 educational system is measured in part by how well students are meeting high academic expectations and standards.[1] In this chapter, we examine achievement. Where possible, we also look at comparable data from previous years, and trends in achievement levels over the past decade, in order to track the general trends in Minnesota students' achievement. More specifically, this chapter reviews:

- Data from the year 2000 on the performance of Minnesota schools and students in the statewide testing program, including the *Minnesota Comprehensive Assessments* (*MCAs*) in third grade reading and mathematics, the *Minnesota Comprehensive Assessments* in fifth grade reading, writing, and mathematics, the eighth grade *Basic Standards Tests* (*BSTs*) in reading and mathematics (the eighth grade mathematics results reported here are based on correctly scored responses, and therefore will differ from figures reported before the scoring error was detected), and the tenth grade *Minnesota Comprehensive Assessment* in writing.
- The most recent performance of Minnesota's college-bound students on the *ACT Assessment*, which is the college entrance examination taken most frequently by Minnesota students.

STUDENT PERFORMANCE IN THE MINNESOTA ACHIEVEMENT TESTING PROGRAMS

In 1997–98, Minnesota began statewide testing in grades 3, 5, and 8 for all students. In 1998–99 a writing test was added in the tenth grade. The third and fifth grade examinations, called the *Minnesota Comprehensive Assessments* (*MCAs*), measure reading and mathematics performance in third grade, and reading, mathematics and writing in fifth grade. The reading and mathematics portions contain both multiple-choice and short answer items, whereas the fifth grade writing test asks for a sample of the student's writing.

In eighth grade, students take the multiple-choice *Basic Standards Tests* (*BSTs*), which cover reading and mathematics content aligned with the *Basic Standards* in the *Minnesota Graduation Rule*. The eighth grade test is the student's first chance to demonstrate mastery of the high school basic requirements. For the class of 2001 and beyond, any student obtaining a scale score of at least 600 meets the high school requirement set by the Minnesota State Board of Education for reading and mathematics. Students who do not meet the minimum graduation standard in reading or mathematics on their first attempt in eighth grade will have additional opportunities to retake the test in later grades.

The tenth grade writing examination is the student's first opportunity to demonstrate mastery of the high school basic requirement in writing. Students who do not meet the minimum graduation standard on their first attempt in tenth grade

FOOTNOTES

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[1] The *1999 Yearbook* and the *1998 Yearbook* contained data comparing the achievement of Minnesota students to that of students in other states and other countries. Because no new data were released this year that compare Minnesota students to students in other countries or other states, no such data is included here. Readers interested in such comparisons are referred to previous editions of the *Yearbook*. These are available online at: http://education.umn.edu/oea/.

will have additional opportunities to retake the test in later grades.

The eighth grade *BSTs* in reading and mathematics, and the tenth grade *MCA* in writing have clear passing scores. However, the third and fifth grade *MCAs* use proficiency levels between I and IV. (The sidebar explains the levels of student performance in the *MCA* testing program.)

ACHIEVEMENT LEVELS

Achievement levels describe Minnesota student progress toward the state's High Standards in reading, mathematics, and for fifth-graders, writing.

Level IV: Students demonstrate superior performance, well beyond what is expected at grade level.

Level III: Students are working above grade level. Many are proficient with challenging subject matter.

Level II: Most students in Minnesota fall within this level. This includes a wide range of students, from those with partial knowledge and skills to students who are increasingly proficient with grade level material.

Level I: Students have gaps in the knowledge and skills necessary for satisfactory work.

In this section, the performance of students is reported across various segments of Minnesota. After presenting statewide data, issues of gender and ethnicity are discussed. In addition to the data in the body of this report, Appendix B contains tables showing how scores change when certain groups are removed from the results: students with limited English proficiency, students in special education, students new to their district, and economically disadvantaged students.

Throughout the education literature, achievement test scores are correlated with limited English proficiency, disabilities, mobility (frequent school or residence changes), and student poverty (eligibility for free or reduced lunch). In accordance with the 1998 Minnesota Omnibus Education Act, Subdivision 1, and to provide context for the test scores, our tables include data on the percentage of test-takers who are classified as having limited English proficiency, who are classified as having a disability, who are new to the district, and who are from low-income families.

THIRD GRADE MINNESOTA COMPREHENSIVE ASSESSMENT RESULTS IN READING AND MATHEMATICS

1999–2000 was the third year in which third graders were tested. Tables 5.1 and 5.2 show the results for third grade students in reading and mathematics for all public school students tested. Figure 5.1 shows the trend of scores since the first test administration in 1998. Approximately 60,000 students took the test, or 96% (95% for mathematics) of the third graders enrolled at the time of testing. The percentage of students participating in the testing increased slightly over last year, from 93% to 96% in reading and from 94% to 95% in mathematics. For third graders, scores increased in both reading and mathematics. Statewide, the percentage of students scoring "At or Above Level II" in reading rose from 79% last year to 82% this year and from 88% to 90% in mathematics. The percentage of students reaching or exceeding Level III in reading increased from 40% last year to 45% this year, and in mathematics, the percentage rose from 42% to 46%. In parentheses and brackets, the columns labeled "% At or Above Level III" and "% At or Above Level II" show the corresponding percentages from 1999 (in parentheses) and 1998 [in brackets]. These columns show the consistency of the score improvements across gender, ethnicity, regions of the state, and type of schools. Figure 5.1 shows that, for the state as a whole, reading and math scores increased both from 1998 to 1999 and from 1999 to 2000.

Table 5.1
2000 Grade 3: *Minnesota Comprehensive Assessment Results in Reading for all Public School Students Tested*

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enrolled Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		60261	45 (40) [35]	82 (79) [77]	1461	96	5	11	10	3
GENDER	Female	29355	49 (44) [41]	85 (83) [82]	1486	96	5	7	10	31
	Male	30863	40 (36) [30]	79 (75) [73]	1437	95	6	14	10	31
ETHNICITY	Asian	3094	20 (21) [17]	58 (55) [52]	1332	97	62	5	13	67
	Black	4118	16 (15) [11]	55 (49) [46]	1304	92	5	14	24	77
	Hispanic	1855	21 (20) [16]	62 (57) [54]	1332	90	45	11	18	67
	Am. Indian	1337	21 (18) [15]	67 (60) [56]	1352	93	0+	16	17	75
	White	49261	50 (45) [39]	87 (84) [83]	1491	97	0+	11	8	22
LEP		3148	6 (7) [4]	43 (39) [34]	1248	93	--	7	15	84
SPECIAL ED		6456	17 (15) [12]	50 (45) [41]	1287	86	3	--	10	43
NEW TO DISTRICT		6058	34 (32)	73 (71)	1406	92	8	11	--	47
F/R LUNCH		18283	24 (21)	66 (61)	1355	94	15	15	15	--
ATTENDANCE RATE	95 - 100%	41376	47 (42)	85 (82)	1475	97	5	10	6	26
	90 - 94%	12215	43 (38)	81 (77)	1453	95	5	12	8	35
	0 - 89%	3355	30 (27)	68 (65)	1378	90	6	16	14	59
MIDYEAR SCHOOL TRANSFERS	0	48578	48	86	1481	97	3	10	4	26
	1	7920	28	68	1373	95	16	14	18	52
	2 or more	699	18	57	1313	90	14	17	42	76
STRATA	Mpls/St. Paul	7247	23 (21) [18]	58 (54) [51]	1335	94	27	10	11	69
	TC Suburbs	25764	52 (47) [42]	87 (84) [84]	1494	96	3	10	11	17
	Outstate 2000+	13566	45 (40) [34]	84 (82) [79]	1468	95	3	12	9	30
	Outstate 2000-	13684	42 (38) [34]	84 (81) [79]	1458	96	1	12	10	37
PUBLIC SCHOOLS	Non-charter	59617	45 (40) [35]	83 (79) [78]	1463	96	5	11	10	30
	Charter	644	18 (18) [21]	51 (48) [52]	1294	93	10	13	49	63
PRIVATE SCHOOLS		1463	53 (48) [43]	91 (89) [88]	1508	--	---	--	--	--

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out). 1998 data is (enclosed in parentheses); 1999 data is [enclosed in brackets].

Figure 5.1
Percentage of Grade 3 Students at or above Level II and Level III in Reading and Mathematics, 1998–2000

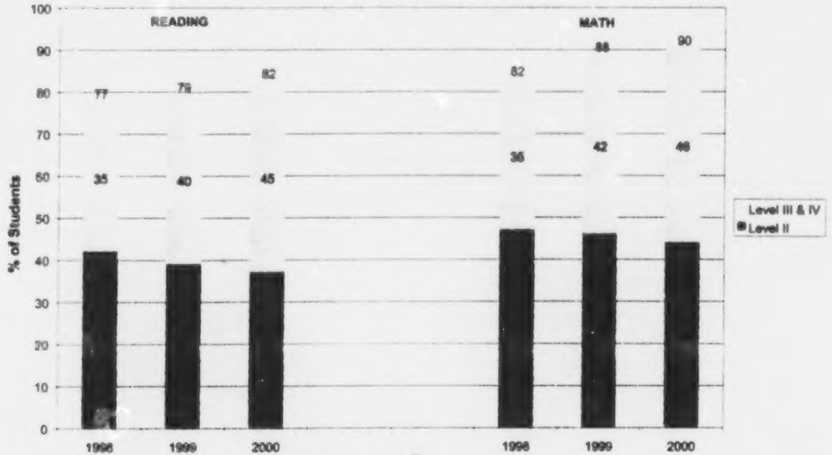
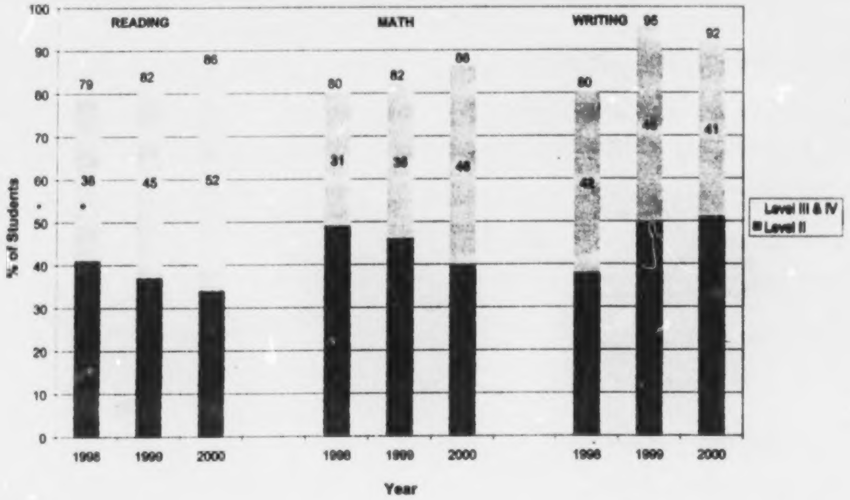


Table 5.2
2000 Grade 3: *Minnesota Comprehensive Assessment Results in Mathematics for all Public School Students Tested*

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		59,923	46 (42) [35]	90 (88) [82]	1,478	95	5	11	10	31
GENDER	Female	29,136	46 (41) [34]	90 (88) [82]	1,475	96	5	7	10	31
	Male	30,741	47 (44) [36]	90 (88) [82]	1,481	95	6	15	10	31
ETHNICITY	Asian	3,071	28 (23) [19]	78 (74) [64]	1,375	96	62	5	13	67
	Black	4,098	15 (11) [8]	65 (58) [48]	1,288	92	5	13	24	77
	Hispanic	1,852	21 (19) [14]	74 (70) [59]	1,339	90	45	11	18	66
	Am. Indian	1,315	28 (21) [16]	81 (74) [67]	1,382	91	0+	16	17	76
	White	48,950	52 (47) [40]	93 (92) [87]	1,510	96	0+	11	8	22
LEP		3,129	13 (10) [7]	66 (62) [48]	1,285	92	--	7	15	84
SPECIAL ED		6,528	22 (19) [14]	68 (65) [55]	1,322	87	3	--	10	43
NEW TO DISTRICT		6,034	35 (33)	82 (80)	1,411	91	8	11	--	47
F/R LUNCH		18,167	27 (24)	79 (75)	1,371	93	14	16	15	--
ATTENDANCE RATE	95 - 100%	41,180	50 (45)	92 (90)	1,498	97	5	10	6	26
	90 - 94%	12,105	43 (38)	88 (86)	1,460	94	5	12	8	35
	0 - 89%	3,308	30 (28)	78 (75)	1,380	89	6	16	14	60
MIDYEAR SCHOOL TRANSFERS	0	48,274	50	92	1,500	96	3	10	4	26
	1	7,847	30	80	1,387	94	16	14	18	52
	2 or more	713	19	70	1,311	91	14	17	42	76
STRATA	Mpls/St. Paul	7,194	26 (22) [19]	74 (68) [59]	1,357	93	27	10	11	69
	TC Suburbs	25,663	53 (48) [43]	92 (91) [88]	1,511	96	3	10	11	17
	Outstate 2000+	13,454	45 (43) [33]	91 (90) [83]	1,477	94	3	12	9	30
	Outstate 2000-	13,612	46 (42) [33]	92 (91) [85]	1,482	96	1	13	9	37
PUBLIC SCHOOLS	Non-charter	59,277	47 (42) [35]	90 (88) [82]	1,481	95	5	11	10	30
	Charter	646	19 (16) [19]	61 (60) [57]	1,272	93	11	12	49	63
PRIVATE SCHOOLS		1,464	45 (43) [40]	95 (94) [88]	1,493	--	--	--	--	--

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out). 1998 data is (enclosed in parentheses); 1999 data is [enclosed in brackets].

Figure 5.2
Percentage of Grade 5 Students at or above Level II and Level III in Reading, Mathematics, and Writing, 1998–2000



Fifth Grade Minnesota Comprehensive Assessment *Results in Reading, Mathematics and Writing*

Over 61,000 students took the test, or 96% (95% for mathematics and writing) of the fifth graders enrolled at the time of testing. Figure 5.2 shows the trend of scores since the first test administration in 1998. The percentage of students participating in the testing was up from 94% last year. Scores increased across the board in reading and mathematics, but went down in writing.

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Tables 5.3–5.5 show the fifth grade MCA results in reading, writing, and mathematics. The percentage of students scoring "At or Above Level II" increased from 82% to 86% in reading and mathematics, but decreased from 95% to 92% in writing (see Figure 5.2, p. 51). The percentage of students scoring "At or Above Level III" increased from 45% to 52% in reading, and from 36% to 46% in mathematics, but decreased from 45% to 41% in writing. In parentheses and brackets, the columns labeled "% At or Above Level III" and "% At or Above Level II" show the corresponding percentages from 1999 (in parentheses) and 1998 [in brackets]. These columns show the consistency of the score improvements (or, in the case of writing, their decline) across gender, ethnicity, regions of the state, and type of schools. Figure 5.2 also shows that, for the state as a whole, reading and math scores increased both from 1998 to 1999 and from 1999 to 2000. In 5th grade writing, the percentage of students scoring at or above Level II fell last year, but remains above the 1998 level. The percentage of students scoring at or above Level III fell to within one percent of the 1998 mark.

Table 5.3
2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		62,202	52 (45) [38]	86 (82) [79]	1,493	96	4	13	9	29
GENDER	Female	30,642	56 (50) [43]	89 (85) [83]	1,520	96	4	9	9	29
	Male	31,520	47 (40) [34]	83 (79) [76]	1,467	96	5	17	9	29
ETHNICITY	Asian	3,164	26 (26) [22]	65 (62) [59]	1,365	97	54	7	12	68
	Black	3,993	20 (15) [13]	58 (51) [46]	1,306	93	6	19	21	77
	Hispanic	1,712	26 (19) [16]	67 (58) [54]	1,358	94	37	13	18	67
	Am. Indian	1,289	28 (20) [15]	71 (62) [58]	1,373	92	0	20	16	73
	White	51,498	57 (49) [42]	90 (87) [84]	1,524	97	0+	13	8	20
LEP		2,769	7 (5) [4]	46 (37) [33]	1,244	93	--	9	16	86
SPECIAL ED		8,038	20 (15) [10]	54 (46) [39]	1,293	88	3	--	10	41
NEW TO DISTRICT		5,597	40 (34)	77 (73)	1,426	92	8	14	--	45
F/R LUNCH		17,751	29 (24)	70 (65)	1,371	94	13	19	14	
ATTENDANCE RATE	95 - 100%	43,625	54 (47)	88 (84)	1,509	97	4	12	5	25
	90 - 94%	11,919	50 (42)	84 (80)	1,483	96	3	15	7	33
	0 - 89%	3,538	38 (33)	74 (70)	1,407	91	5	20	13	56
MIDYEAR SCHOOL TRANSFERS	0	51,062	56	89	1,516	97	2	12	4	24
	1	7,577	32	71	1,384	96	16	18	17	51
	2 or more	636	23	59	1,322	92	13	25	46	73
STRATA	Mpls/St. Paul	7,135	26 (23) [21]	63 (57) [54]	1,349	94	24	14	10	68
	TC Suburbs	26,115	59 (52) [45]	90 (87) [85]	1,531	96	2	12	9	16
	Outstate 2000+	14,301	52 (45) [38]	88 (83) [80]	1,499	96	2	14	8	27
	Outstate 2000-	14,651	51 (43) [35]	87 (83) [80]	1,490	97	1	13	9	34
PUBLIC SCHOOLS	Non-charter	61,624	52 (45) [38]	86 (82) [79]	1,495	96	4	13	9	29
	Charter	578	28 (31) [26]	62 (65) [59]	1,342	95	12	17	47	60
PRIVATE SCHOOLS		1,446	62 (55) [24]	93 (91) [88]	1,546	--	--	--	--	--

Note: *LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers* **into** *a new school (does not include transfers out). 1998 data is (enclosed in parentheses); 1999 data is [enclosed in brackets].*

Table 5.4
2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		61,675	46 (36) [31]	86 (82) [80]	1,470	95	5	13	9	29
GENDER	Female	30,336	45 (36) [30]	87 (81) [80]	1,472	96	4	9	9	29
	Male	31,308	46 (37) [32]	86 (82) [79]	1,468	95	5	18	9	29
ETHNICITY	Asian	3,158	29 (22) [19]	74 (66) [63]	1,387	97	54	8	12	68
	Black	3,951	13 (8) [7]	55 (44) [41]	1,274	92	6	19	21	77
	Hispanic	1,706	19 (13) [11]	67 (54) [52]	1,333	93	38	13	18	67
	Am. Indian	1,265	24 (16) [10]	73 (63) [55]	1,361	90	0	19	16	72
	White	51,047	51 (41) [35]	91 (87) [84]	1,492	96	0+	13	8	20
LEP		2,767	10 (5) [4]	56 (42) [40]	1,272	93	--	10	16	86
SPECIAL ED		8,063	19 (13) [11]	60 (52) [47]	1,308	88	3	--	10	41
NEW TO DISTRICT		5,523	31 (26)	77 (72)	1,396	91	8	14	--	45
F/R LUNCH		17,541	24 (18)	72 (64)	1,356	93	14	19	14	--
ATTENDANCE RATE	95 - 100%	43,399	49 (39)	89 (84)	1,488	97	4	12	5	25
	90 - 94%	11,745	42 (33)	84 (79)	1,451	94	3	15	7	33
	0 - 89%	3,459	28 (24)	74 (68)	1,374	89	5	20	13	56
MIDYEAR SCHOOL TRANSFERS	0	50,675	49	89	1,491	96	2	12	4	24
	1	7,483	28	73	1,373	94	16	18	17	51
	2 or more	627	15	59	1,300	91	13	25	46	73
STRATA	Mpls/St. Paul	7,061	24 (18) [16]	66 (57) [54]	1,344	93	24	13	10	68
	TC Suburbs	26,005	53 (44) [39]	90 (87) [86]	1,508	96	2	12	9	16
	Outstate 2000+	14,138	45 (36) [29]	88 (83) [81]	1,470	95	3	14	8	27
	Outstate 2000-	14,471	43 (33) [28]	88 (83) [80]	1,463	96	1	14	9	34
PUBLIC SCHOOLS	Non-charter	61,107	46 (37) [31]	87 (82) [80]	1,471	95	4	13	9	28
	Charter	568	20 (19) [18]	60 (61) [60]	1,302	94	11	17	47	59
PRIVATE SCHOOLS		1,431	47 (36) [33]	92 (88) [89]	1,482	--	--	--	--	--

Note: *LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers* **into** *a new school (does not include transfers out). 1998 data is (enclosed in parentheses); 1999 data is [enclosed in brackets].*

Table 5.5
2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		61,549	41 (45) [42]	92 (95) [80]	1,449	95	4	13	9	29
GENDER	Female	30,387	51 (55) [52]	95 (97) [87]	1,510	96	4	9	9	29
	Male	31,134	32 (36) [32]	89 (93) [74]	1,391	95	5	17	9	29
ETHNICITY	Asian	3,128	32 (37) [35]	90 (92) [76]	1,398	96	54	7	11	68
	Black	3,902	21 (22) [21]	78 (82) [57]	1,296	91	6	18	20	77
	Hispanic	1,685	24 (26) [25]	83 (86) [64]	1,331	93	37	13	17	67
	Am. Indian	1,260	23 (25) [19]	82 (86) [61]	1,322	91	0	19	16	72
	White	51,048	45 (49) [45]	94 (96) [83]	1,472	96	0+	13	8	20
LEP		2,714	15 (17) [18]	80 (82) [60]	1,275	92	--	9	15	86
SPECIAL ED		7,935	14 (16) [15]	69 (78) [51]	1,241	88	3	--	10	41
NEW TO DISTRICT		5,478	32 (36)	86 (92)	1,382	91	8	14	--	45
F/R LUNCH		17,472	25 (29)	84 (89)	1,339	93	13	19	14	--
ATTENDANCE RATE	95 - 100%	43,273	44 (48)	93 (96)	1,466	97	4	12	5	24
	90 - 94%	11,801	39 (43)	91 (93)	1,434	95	3	15	7	33
	0 - 89%	3,446	27 (34)	84 (89)	1,354	89	5	19	13	56
MIDYEAR SCHOOL TRANSFERS	0	50,587	44	93	1,469	96	2	12	4	24
	1	7,496	27	85	1,356	95	16	18	17	51
	2 or more	622	19	78	1,291	91	13	25	45	73
STRATA	Mpls/St. Paul	7,008	27 (30) [65]	84 (87) [65]	1,352	93	25	13	10	68
	TC Suburbs	25,874	49 (53) [85]	94 (97) [85]	1,496	96	2	12	9	16
	Outstate 2000+	14,170	39 (43) [80]	92 (95) [80]	1,436	95	2	14	8	27
	Outstate 2000-	14,497	37 (41) [79]	91 (95) [79]	1,427	96	1	13	9	34
PUBLIC SCHOOLS	Non-charter	60,997	42 (45) [80]	92 (95) [80]	1,451	95	4	13	9	28
	Charter	552	20 (23) [64]	75 (85) [64]	1,281	92	11	17	47	58
PRIVATE SCHOOLS		1,445	44 (49) [81]	95 (97) [81]	1,474	--	--	--	--	--

Note: *LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers* **into** *a new school (does not include transfers out). 1998 data is (enclosed in parentheses); 1999 data is [enclosed in brackets].*

Eighth Grade Basic Standards Test *Results in Reading and Mathematics*

Tables 5.6 and 5.7 show the results for the eighth grade *Basic Standards Test* in reading and mathematics for all public school students tested. Figure 5.3 shows a three-year trend in pass rates. Nearly 66,000 students participated in the testing, or 97% of all eighth graders enrolled on the day of the test. This is slightly higher than the 96% who participated last year. Eighty percent of the eighth grade test-takers met the state's minimum standard for high school graduation in reading, compared to 75% last year. The percentage of eighth grade students meeting the state's minimum standards in mathematics increased slightly from 70% last year to 72% this year. Since 1998, the percentage passing the reading test has risen substantially, from 68% to 80%, but the percentage passing the mathematics test has risen very modestly, from 71% to 72% (see Figure 5.3).

Table 5.6
2000 Grade 8: ***Basic Standards Test*** **Results in Reading for all Public School Students Tested**

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		65,976	80 (75) [68]	33	634	97	3	12	8	24
GENDER	Female	32,081	83 (77) [71]	34	638	98	3	8	8	24
	Male	33,878	77 (74) [66]	32	630	97	3	17	8	24
ETHNICITY	Asian	3,073	63 (54) [48]	31	616	98	40	7	10	59
	Black	3,215	48 (39) [32]	27	594	93	8	20	21	71
	Hispanic	1,442	53 (45) [39]	28	600	93	33	15	17	60
	Am. Indian	1,210	53 (47) [38]	28	599	93	0+	24	16	63
	White	56,086	84 (80) [73]	34	639	98	0+	12	7	17
LEP		2,089	30 (22) [16]	25	578	93	--	10	17	85
SPECIAL ED		8,025	39 (33) [27]	25	583	92	3	--	12	39
NEW TO DISTRICT		5,158	64 (58)	30	613	93	7	19	--	43
F/R LUNCH		15,506	60 (53)	29	607	95	11	20	14	--
ATTENDANCE RATE	95 - 100%	40,556	84 (80)	34	639	99	3	10	4	19
	90 - 94%	15,398	79 (73)	33	632	98	3	13	5	25
	0 - 89%	7,128	65 (58)	30	613	93	4	22	12	45
MIDYEAR SCHOOL TRANSFERS	0	55,810	83	34	638	98	2	11	3	21
	1	6,749	64	30	613	96	10	19	19	42
	2 or more	695	48	27	595	92	10	31	38	66
STRATA	Mpls/St. Paul	6,185	56 (48) [41]	29	606	93	23	14	10	63
	TC Suburbs	26,985	85 (81) [75]	34	640	98	1	11	8	13
	Outstate 2000+	16,197	81 (76) [69]	33	634	97	2	13	7	23
	Outstate 2000-	16,609	80 (75) [68]	33	632	98	1	13	8	29
PUBLIC SCHOOLS	Non-charter	65,546	80 (75) [68]	33	634	97	3	12	8	24
	Charter	430	61 (48) [43]	30	612	98	2	16	52	41
PRIVATE SCHOOLS		4,395	92 (88) [83]	35	649	--	--	--	--	--

Note: *LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers* **into** *a new school (does not include transfers out). 1998 data is (enclosed in parentheses); 1999 data is [enclosed in brackets].*

Table 5.7
2000 Grade 8: ***Basic Standards Test*** **Results in Mathematics for all Public School Students Tested**

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		65,911	72 (70) [71]	54	626	97	3	12	8	24
GENDER	Female	32,016	71 (69) [70]	54	625	97	3	8	8	24
	Male	33,875	72 (71) [73]	54	626	97	3	17	8	24
ETHNICITY	Asian	3,069	62 (56) [53]	51	615	98	40	8	10	60
	Black	3,197	31 (26) [26]	41	576	92	7	19	21	71
	Hispanic	1,450	40 (37) [38]	44	588	93	33	15	17	60
	Am. Indian	1,185	42 (38) [39]	45	589	91	0+	23	16	63
	White	56,044	77 (75) [76]	55	632	98	0+	12	7	17
LEP		2,089	31 (24) [23]	42	577	92	--	10	17	85
SPECIAL ED		7,996	29 (27) [29]	40	573	92	3	--	12	39
NEW TO DISTRICT		5,152	52 (51)	48	602	93	7	19	--	43
F/R LUNCH		15,486	49 (47)	47	598	95	12	20	14	--
ATTENDANCE RATE	95 - 100%	40,511	78 (76)	56	634	99	3	10	4	19
	90 - 94%	15,375	69 (67)	53	622	98	3	13	5	25
	0 - 89%	7,105	51 (48)	48	600	93	4	23	12	45
MIDYEAR SCHOOL TRANSFERS	0	55,740	76	55	630	98	2	11	3	21
	1	6,743	52	48	603	96	10	19	19	42
	2 or more	681	35	42	582	91	10	31	38	65
STRATA	Mpls/St. Paul	6,163	46 (43) [41]	46	595	93	23	14	10	63
	TC Suburbs	26,964	77 (76) [77]	55	632	98	1	11	8	13
	Outstate 2000+	16,189	73 (72) [72]	54	627	97	2	13	7	22
	Outstate 2000-	16,595	73 (70) [71]	54	626	98	1	13	8	29
PUBLIC SCHOOLS	Non-charter	65,485	72 (70) [71]	54	626	97	3	12	8	24
	Charter	426	50 (41) [40]	47	600	97	2	17	51	42
PRIVATE SCHOOLS		4,414	82 (81) [82]	57	638	--	--	--	--	--

Note: *LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers* **into** *a new school (does not include transfers out). 1998 data is (enclosed in parentheses); 1999 data is [enclosed in brackets].*

Tenth Grade Minnesota Comprehensive Assessment *Results in Writing*

This was only the second year the *Minnesota Comprehensive Assessment* in Writing was administered to tenth graders. Table 5.8 shows the results for the *Minnesota Comprehensive Assessment* in Writing. Figure 5.3 shows pass rates for the writing test over the two years in which it has been administered. Over 63,000 tenth grade students participated in the testing, or 96% of all public school tenth graders enrolled on the day of the test. Eighty-six percent of tenth grade test-takers met the state's minimum standards for high school graduation in writing, only slightly higher than the 85% who met the minimum standard last year.

Table 5.8
2000 Grade 10: ***Minnesota Comprehensive Assessment*** **Results in Writing for all Public School Students Tested**

		Number Tested	% Meeting Minimum Standard	Mean Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		63,799	86 (85)	3	96	3	11	8	20
GENDER	Female	31,308	91 (91)	3	96	3	6	8	21
	Male	32,411	82 (79)	3	95	3	15	8	20
ETHNICITY	Asian	2,882	69 (62)	3	94	39	6	11	57
	Black	2,800	54 (51)	3	86	11	16	23	63
	Hispanic	1,215	65 (63)	3	89	27	10	17	53
	Am. Indian	1,025	70 (66)	3	87	0+	23	19	58
	White	55,345	90 (88)	3	97	0+	10	7	15
LEP		1,894	40 (31)	2	87	--	6	19	83
SPECIAL ED		6,718	51 (43)	2	88	2	--	14	34
NEW TO DISTRICT		5,027	72 (68)	3	88	7	19	--	38
F/R LUNCH		12,753	71 (67)	3	91	12	18	15	--
ATTENDANCE RATE	95 - 100%	38,682	90 (89)	3	98	2	8	3	15
	90 - 94%	14,319	86 (84)	3	97	2	12	5	21
	0 - 89%	7,390	75 (72)	3	88	4	20	15	38
MIDYEAR TRANSFERS	0	51,920	90	3	97	1	9	3	16
	1	8,231	73	3	93	11	16	15	36
	2 or more	931	65	3	86	7	27	37	55
STRATA	Mpls/St. Paul	5,631	64 (61)	3	90	24	11	12	56
	TC Suburbs	25,340	89 (88)	3	96	1	10	8	10
	Outstate 2000+	16,028	88 (87)	3	95	2	11	6	18
	Outstate 2000-	16,800	88 (86)	3	97	0+	11	8	25
PUBLIC SCHOOLS	Non-charter	63,484	86 (85)	3	96	3	11	8	20
	Charter	315	70 (59)	3	90	0+	21	81	50
PRIVATE SCHOOLS		1,889	95 (93)	3	--	--	--	--	--

Note: *LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers* **into** *a new school (does not include transfers out). 1998 data is (enclosed in parentheses); 1999 data is [enclosed in brackets].*

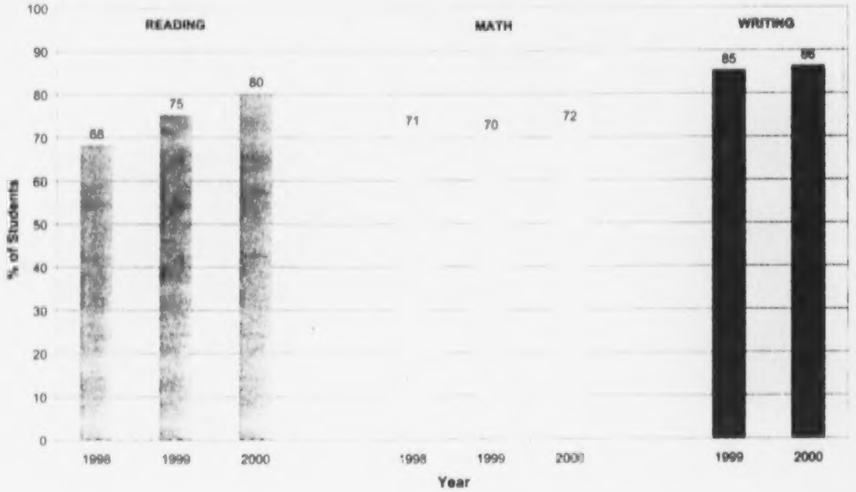

Figure 5.3
Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, 1998–2000

GENDER AND ETHNICITY

ACHIEVEMENT BY GENDER

Figures 5.4 through 5.6 compare the performance levels of girls and boys on 3rd, 5th, 8th and 10th grade tests. Girls outscore boys in reading and writing in all grades tested. Scores in mathematics are the same for girls and boys in 3rd grade and within 1% of one another for 5th and 8th grade. In 5th grade, 1% more girls than boys scored "At or Above Level II," although more boys scored "At or Above Level III." In 8th grade, boys have slightly higher pass rates (1% higher) than girls in mathematics. In Figures 5.4 through 5.6, the largest gender differences favor girls in reading and writing; the gender differences favoring boys in mathematics are smaller. For instance, in Figure 5.6, 6% more girls than boys passed the *Basic Standards Test* in reading, 9% more girls than boys passed the *MCA* writing test, but only 1% more boys passed the mathematics test.

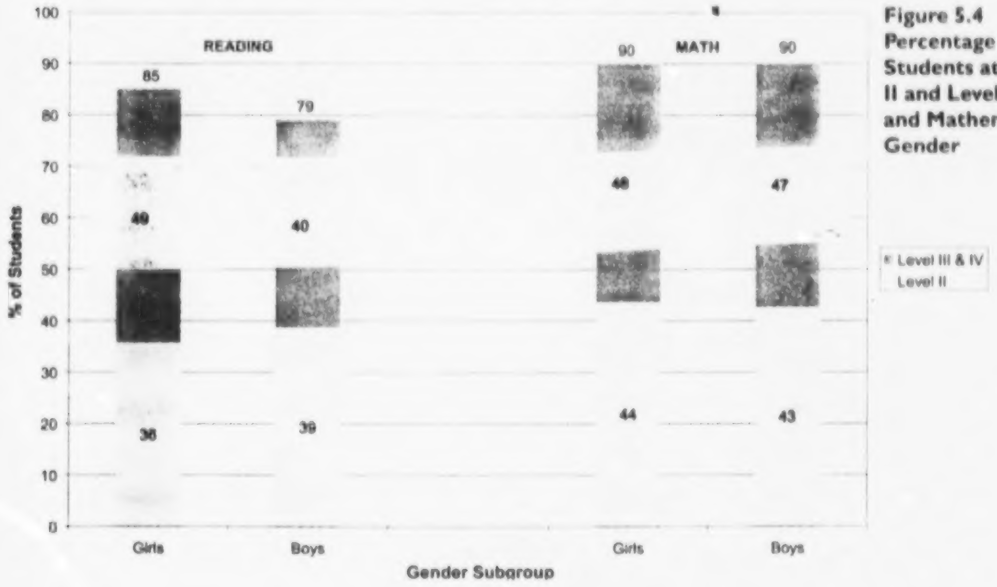

Figure 5.4
Percentage of Grade 3 Students at or above Level II and Level III in Reading and Mathematics, by Gender

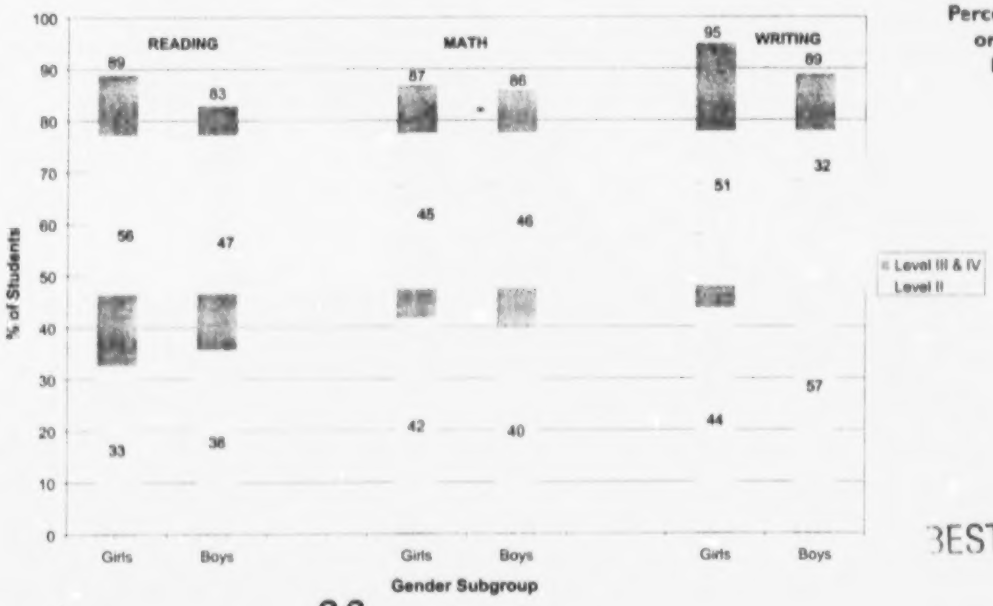

Figure 5.5
Percentage of Grade 5 Students at or above Level II and Level III in Reading, Mathematics, and Writing, by Gender

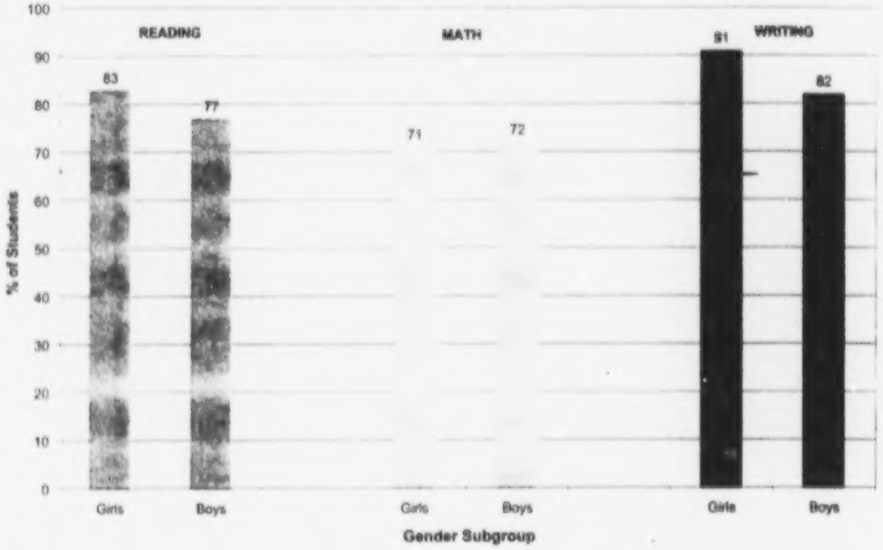

Figure 5.6
Percentages of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by Gender

ACHIEVEMENT BY ETHNICITY

Figures 5.7 through 5.9 show that large differences still exist between the performance of students of different ethnicities on the same statewide tests. Whites have the highest scores; Blacks the lowest; and Asian, Hispanic, and American Indian students have scores in between. Figure 5.10 shows the change from 1999 to 2000 in pass rates on the *BSTs* by ethnic group. The increases are at least as large for minority groups as for Whites. Last year's trend of increasing pass rates was stronger among minority students than among White students. This was particularly true for Asian students, whose pass rates increased by 9% in reading, 6% in mathematics and 7% in writing. On the *MCAs* (see Tables 5.1 through 5.5), minority students had generally larger increases than white students from 1999 to 2000 in the percentage of students scoring "At or Above Level II" on the reading and mathematics tests, but not in the percentage of students scoring "At or Above Level III."

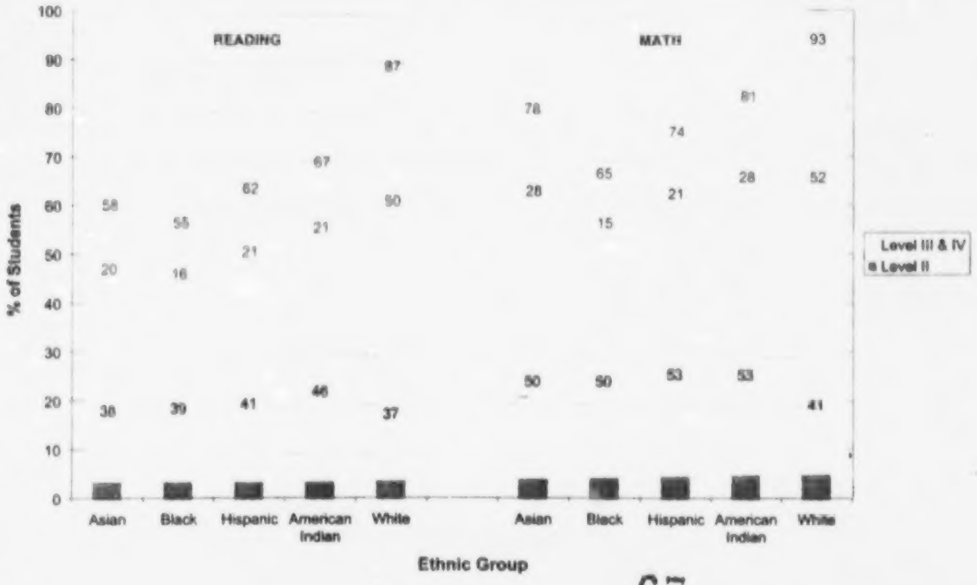

Figure 5.7
Percentage of Grade 3 Students at or above Level II and Level III in Reading and Mathermatics, by Ethnicity

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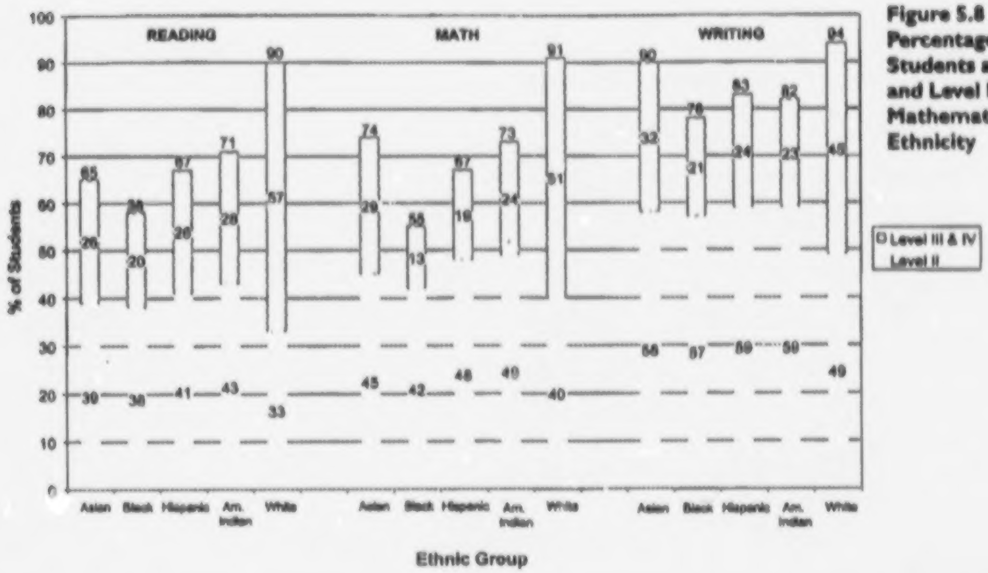

Figure 5.8
Percentage of Grade 5 Students at or above Level II and Level III in Reading, Mathematics, and Writing, by Ethnicity

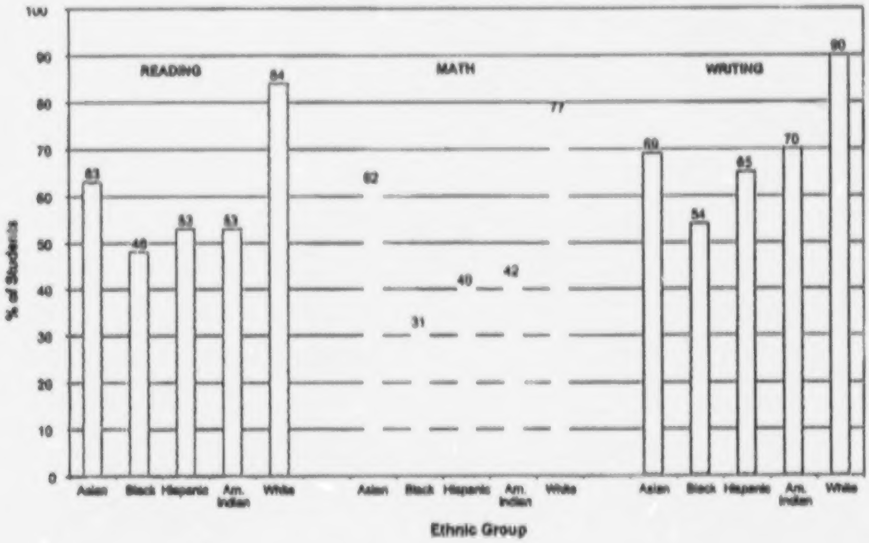

Figure 5.9
Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by Ethnicity

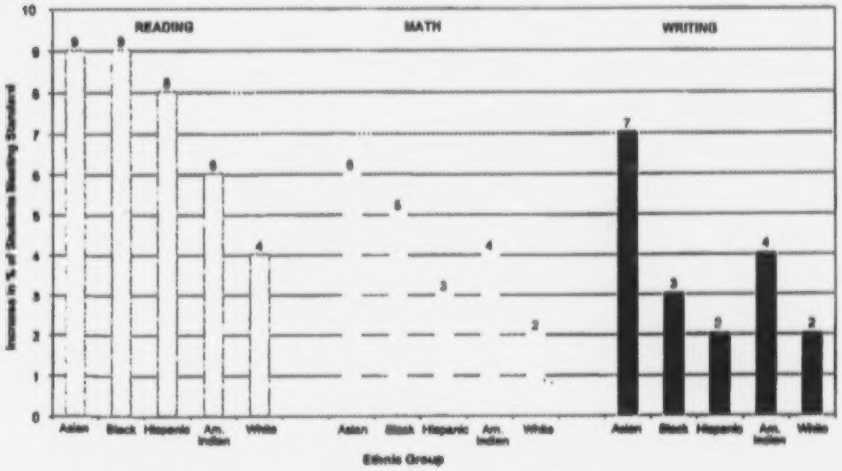

Figure 5.10
Increases from 1999 to 2000 of Grade 8 and Grade 10 Students Meeting High School Standards in Reading, Mathematics, and Writing, by Ethnicity

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ATTENDANCE, POVERTY, AND MIDYEAR SCHOOL TRANSFERS

STUDENT ATTENDANCE

Achievement on statewide tests also varies according to attendance level (see Figures 5.11 through 5.13). These figures show achievement for three categories of students: those in attendance less than 90% of the days they were enrolled, those in attendance between 90% and 95% of the days they were enrolled, and those in attendance more than 95% of the days enrolled. These differences are consistent across subject areas and grade levels. Whether low attendance rates cause low achievement, or students' low achievement levels tend to discourage regular attendance, or both, is not clear from the data available.

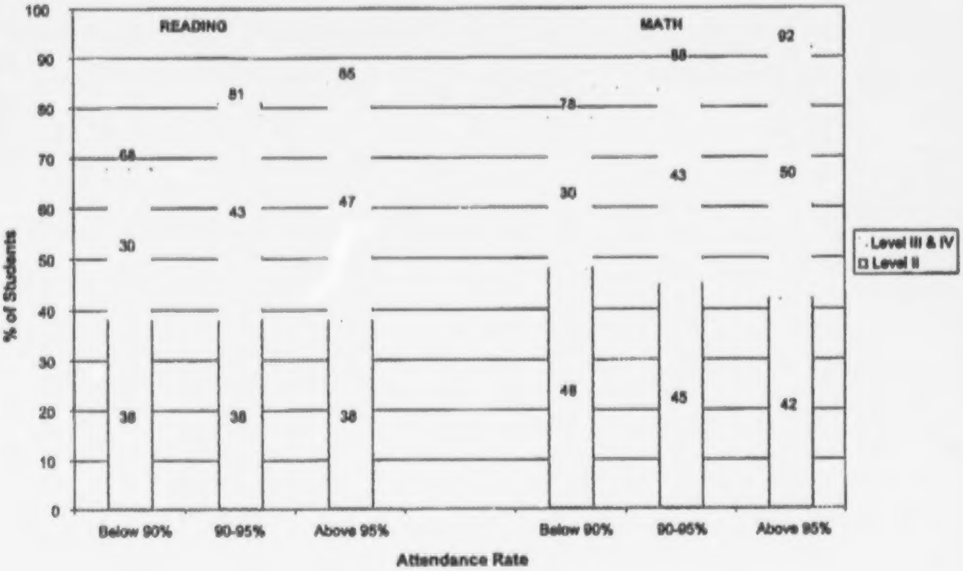


Figure 5.11
Percentage of Grade 3 Students at or above Level II and Level III in Reading and Mathematics, by Attendance Rate

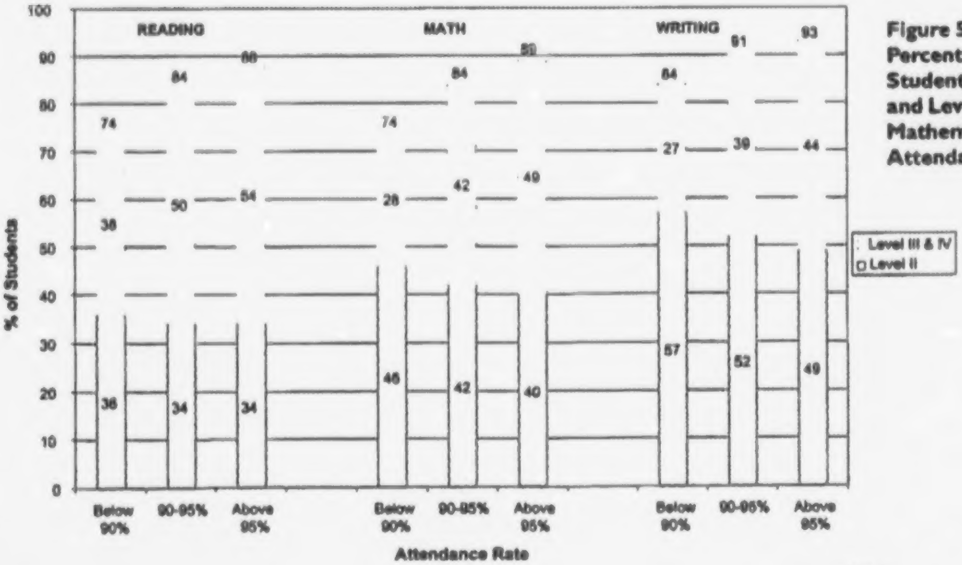


Figure 5.12
Percentage of Grade 5 Students at or above Level II and Level III in Reading, Mathematics, and Writing, by Attendance Rate

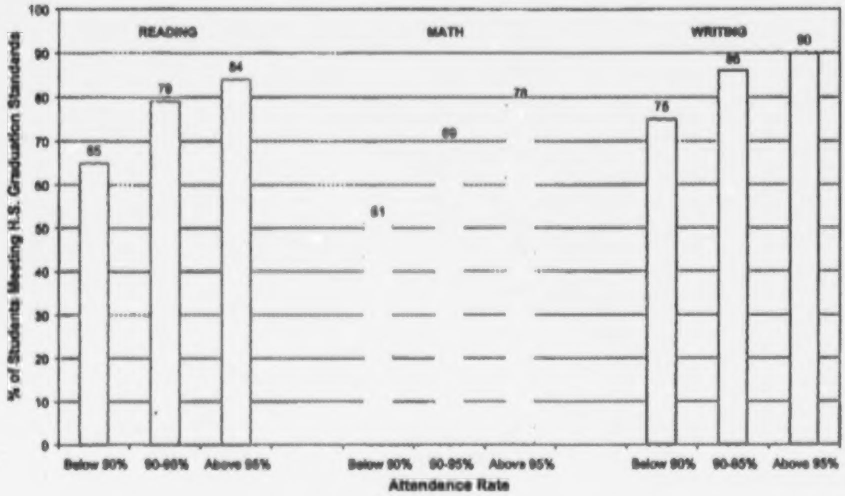


Figure 5.13
Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by Attendance Rate

SCHOOL POVERTY LEVELS

Figures 5.14 through 5.16 (pp. 57–58) show how student achievement varied among schools with differing concentrations of poverty. In these figures, schools are divided into four categories based on the proportion of students eligible for free or reduced price lunch: schools with 0–19% of students eligible, schools with 20–29% eligible, 30–49% eligible, and 50–100% eligible. Schools with lower poverty levels display higher student achievement across all grade levels and subject areas tested. Achievement levels decrease most significantly in schools with the highest poverty level, i.e., where more than 50% of the students in the school are eligible for free or reduced-price lunch.

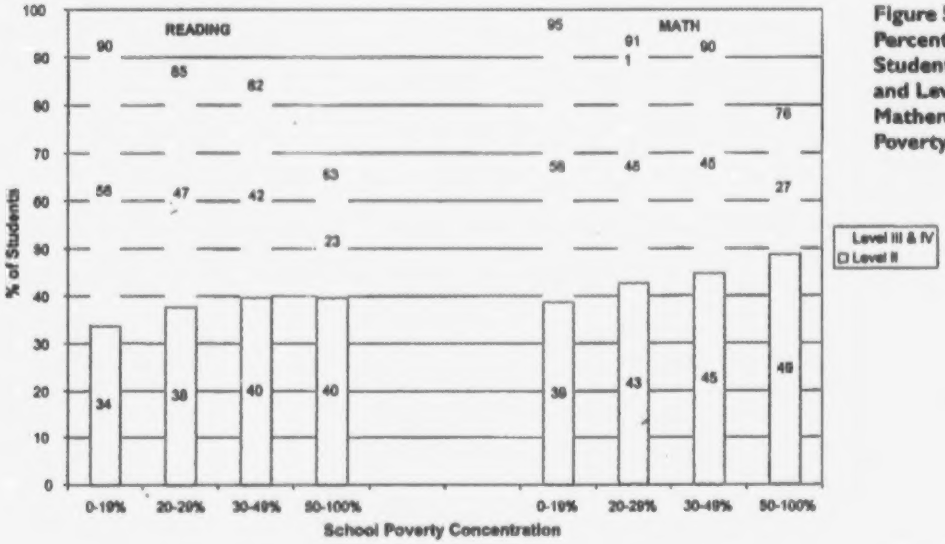
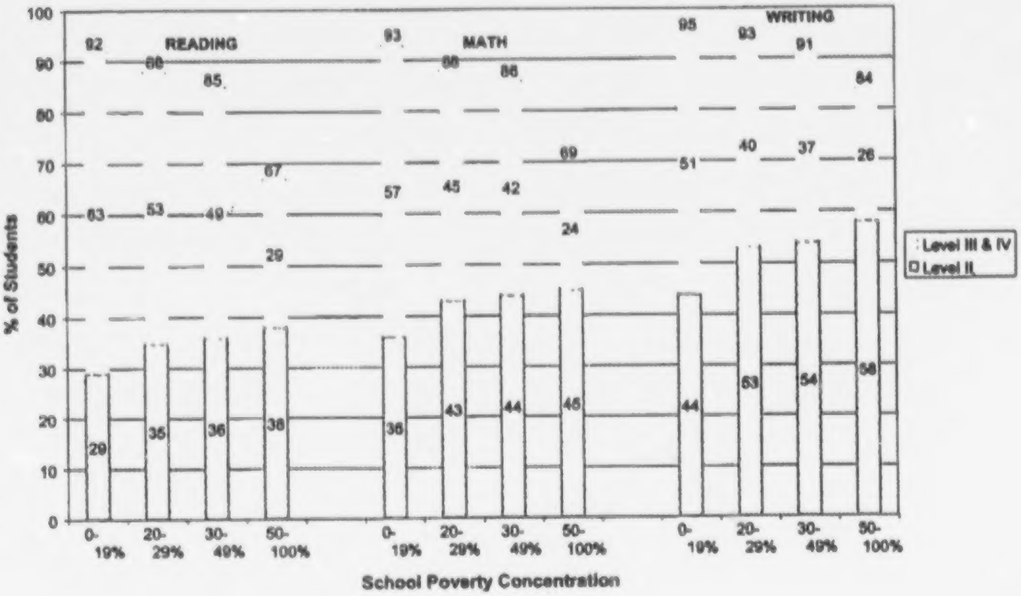


Figure 5.14
Percentage of Grade 3 Students at or above Level II and Level III in Reading and Mathematics, by School Poverty Concentration

Figure 5.15
Percentage of Grade 5 Students at or above Level II and Level III in Reading, Mathematics, and Writing, by School Poverty Concentration



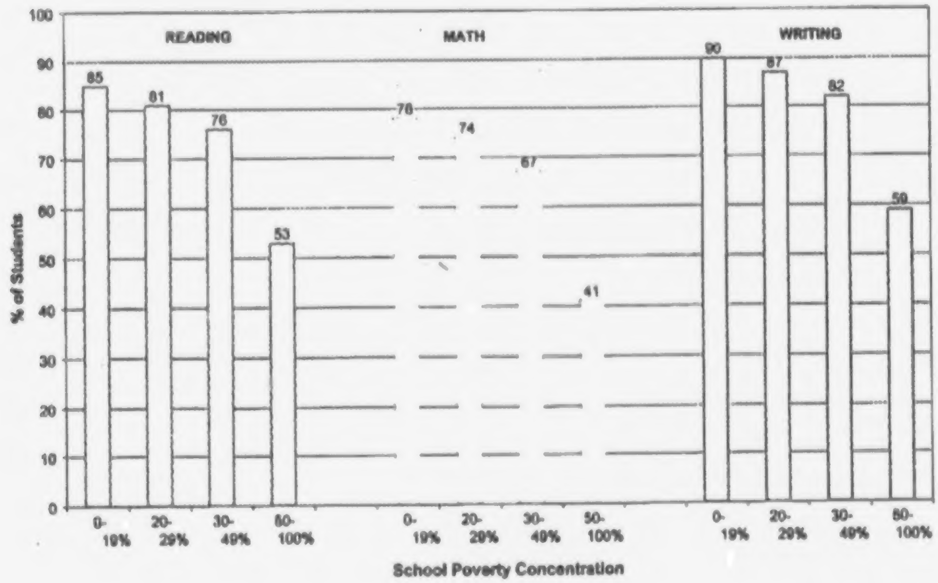
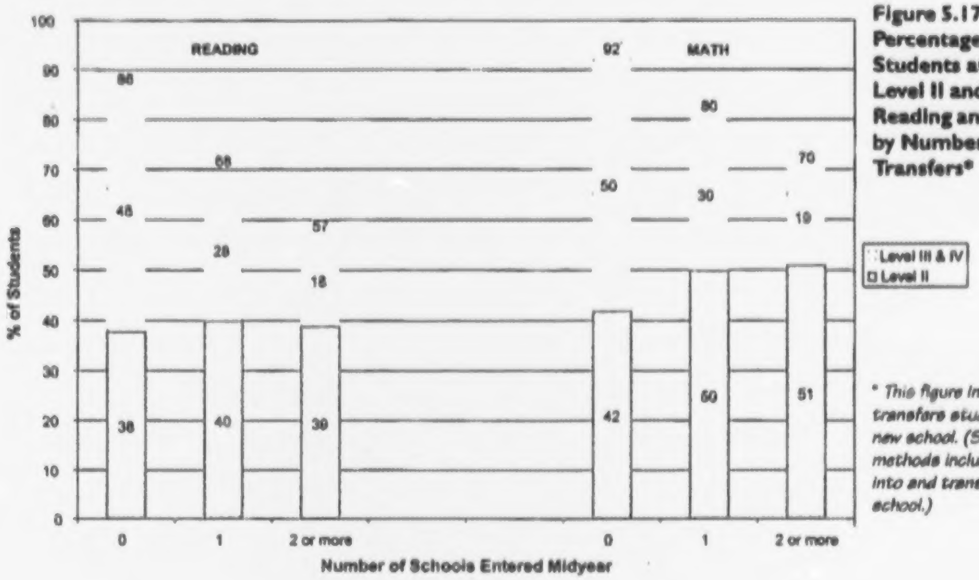


Figure 5.16
Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by School Poverty Concentration

MIDYEAR SCHOOL TRANSFERS

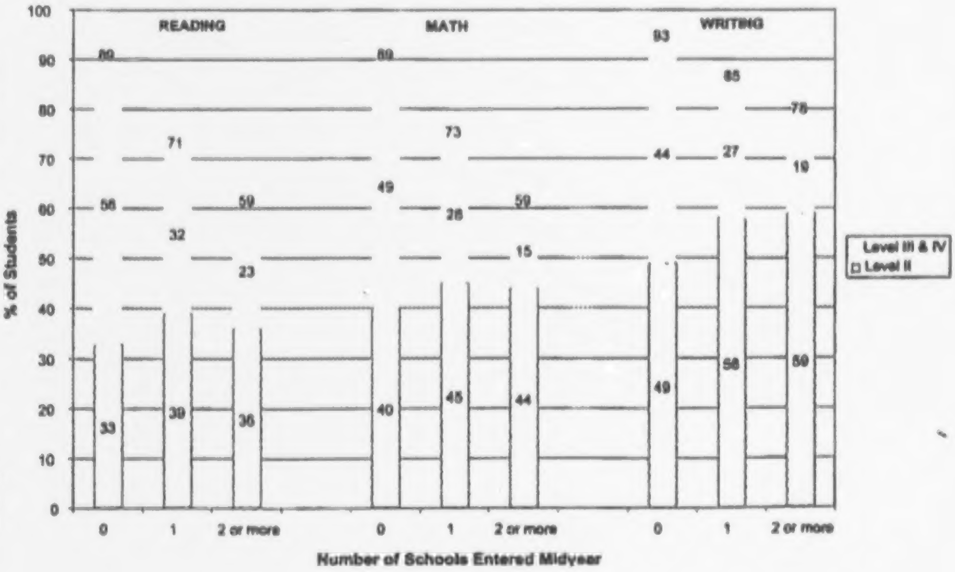
Student mobility, defined here as changing schools in midyear, is also associated with lower student performance on the statewide assessments, as shown in Figures 5.17 through 5.19. Students were divided into those who stayed in a single school for the entire year, those who transferred schools once during the year, and those who transferred two or more times. The majority of students stayed in a single school. Nevertheless, for students who transferred in mid-year, average scores consistently declined. For instance, on the eighth grade mathematics test, 76% of the students staying in a single school met the minimum standard; but only 52% of the students who transferred once, and only 35% of those who transferred 2 or more times were able to meet the standard.

Figure 5.17
Percentage of Grade 3 Students at or above Level II and Level III in Reading and Mathematics, by Number of Midyear Transfers*



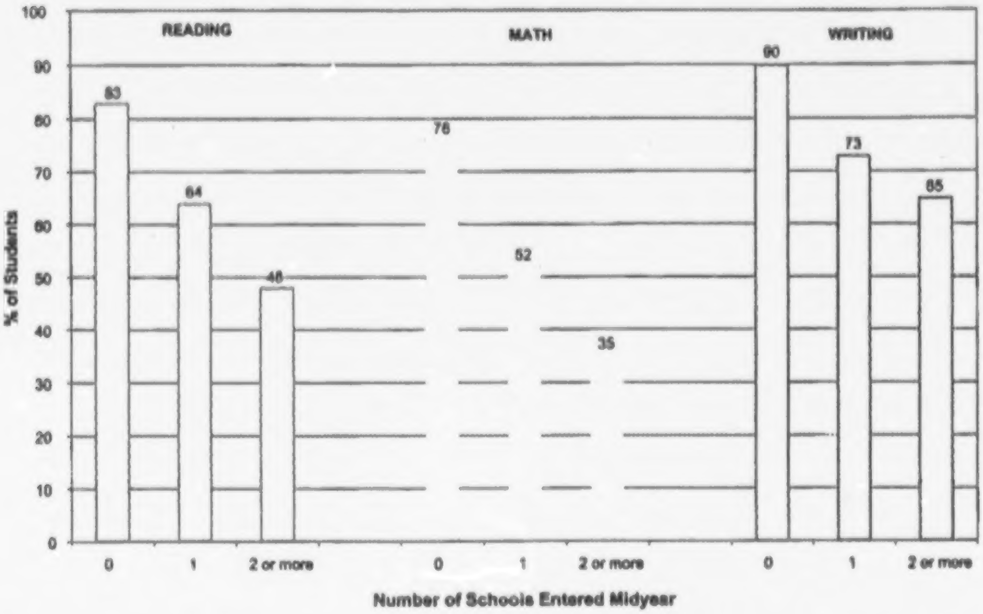
** This figure includes only transfers students make into a new school. (Some counting methods include both transfers into and transfers out of a school.)*

Figure 5.18
Percentage of Grade 5 Students at or above Level II and Level III in Reading, Mathematics, and Writing, by Number of Midyear Transfers*



** This figure includes only transfers students make into a new school. (Some counting methods include both transfers into and transfers out of a school.)*

Figure 5.19
Percentage of Grade 8 and Grade 10 Students Meeting High School Graduation Standards in Reading, Mathematics, and Writing, by Number of Midyear Transfers*



* *This figure includes only transfers students make into a new school. (Some counting methods include both transfers into and transfers out of a school.)*

It is unclear, however, whether changing schools is the cause or the consequence of poor achievement. In some cases, a student may be doing poorly and will transfer schools to enroll in a potentially helpful program. For instance, a poor reader from a Spanish-speaking home might transfer to a school with an English Language Learner program for Spanish-speaking students. Here, the transfer would be the consequence, not the cause of poor reading achievement. In other cases, the transfer may lead to poor achievement. For instance, if a family changes residences, the student may miss some school while the family is in the process of moving. While there is a clear association between changing schools mid-year and achievement as shown in Figures 5.17 through 5.19, the causal interpretation of this association is open to debate.

THE PERFORMANCE OF MINNESOTA STUDENTS IN COLLEGE ADMISSIONS TESTING

In addition to looking at 3rd, 5th, 8th and 10th grade statewide tests, it is also important to examine how Minnesota's college-bound students are doing as they approach the end of high school. College admissions exams provide one measure of student achievement toward the end of high school. Of the two college admissions tests offered to high school juniors and seniors, far more Minnesota students take the *ACT Assessment (ACT)* than take *the Scholastic Assessment Test (SAT)*. Therefore, this report uses *ACT* test results to reflect the performance levels of Minnesota's college-bound students.

Figure 5.20 illustrates the trend in Minnesota *ACT* scores over the last decade. Similar to the national composite, *ACT* scores in Minnesota showed a steady increase during the early 1990s, with somewhat of a leveling off between 1996 and 1998. Nationally, scores seem to have remained level since 1996, but since 1998, *ACT* scores in Minnesota have begun to decline, as has the percentage of students who complete the *ACT* recommended core coursework by the end of high school (see Figure 4.1). Despite the *ACT* score decline in Minnesota, the state average remains above the average score for the nation as a whole.

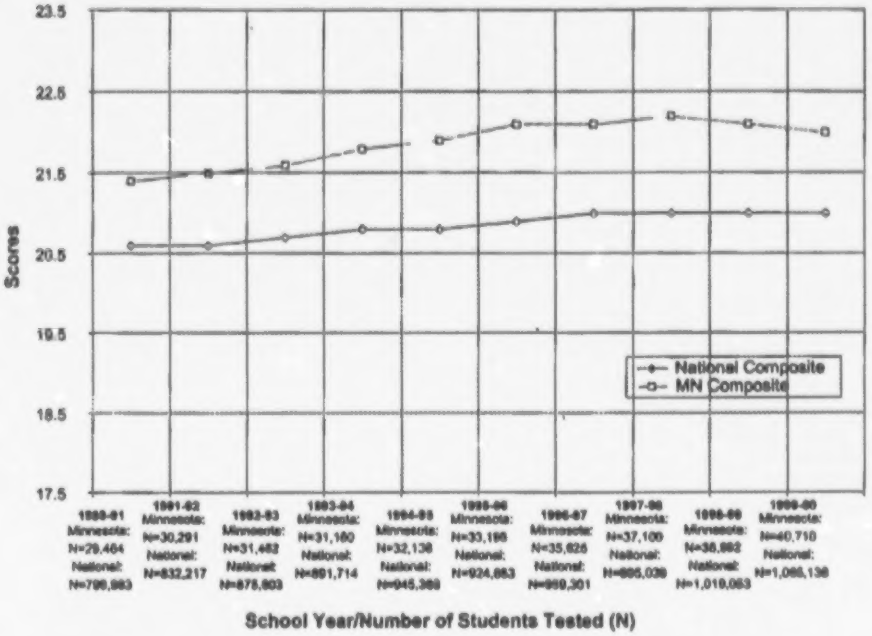


Figure 5.20
Minnesota and National *ACT* Composite Scores, by School Year (1990–2000)

Figure 5.21 shows the association between scores on the *ACT* and completion of the required coursework. For instance, on the composite score, students with the required coursework have a mean of 22.8, while students without the required coursework have a mean of 20.3. In the four areas covered by the *ACT* (English, mathematics, reading, and science), students taking the required coursework have a mean score at least two points higher than the students not taking the required coursework.

Figure 5.22 compares *ACT* scores in gender and ethnic subgroups. While little difference in composite scores exists between boys and girls, larger differences do exist between ethnic groups. Similar to statewide tests, Whites have the highest scores; Blacks the lowest scores; and Asian, Hispanic and American Indian students have reported mean scores in between. Some of these achievement differences may reflect the ethnic differences in *ACT* recommended coursework preparation shown in Figure 4.2.

CONCLUSIONS

Like 1999, 2000 was a year of rising statewide test scores. On the *BSTs*, the pass rate increases were larger for minority students than for students generally. The eighth grade *BST* in mathematics remains the measure of most concern. First time mathematics pass rates are lower than in eighth grade reading or tenth grade writing. Mathematics pass rates rose only 1% statewide from

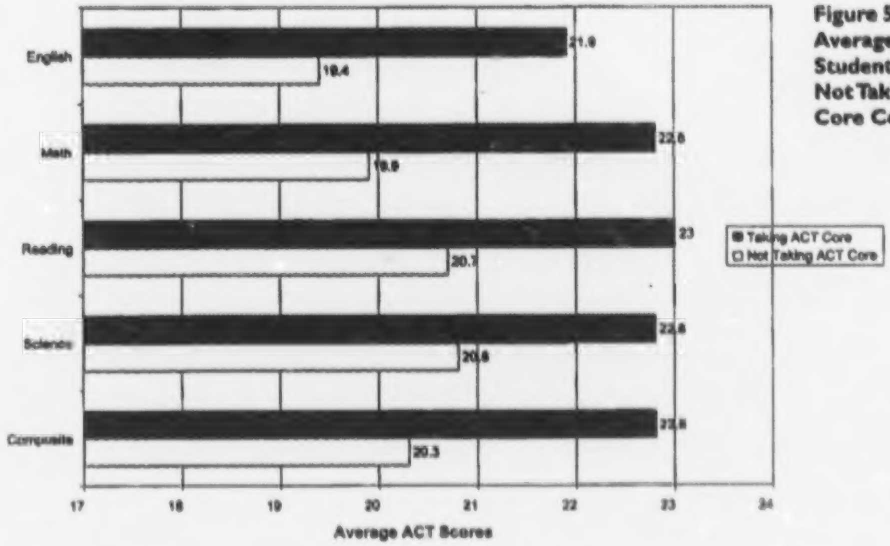
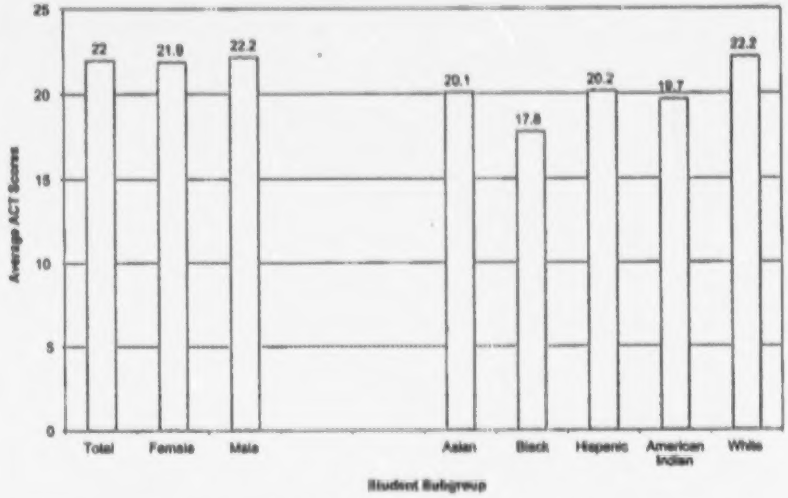


Figure 5.21
Average *ACT* Scores for Students Who Are and Are Not Taking the Recommended Core Coursework

Figure 5.22
Average *ACT* Scores, by Gender and Ethnicity



1998 to 2000. Of the three high school basic standards (reading, mathematics, and writing), mathematics poses the biggest challenge to students.

After almost a decade of increases, mean composite *ACT* scores have declined for the past two years. Taking recommended coursework is associated with higher scores on the *ACT* as shown in Figure 5.21. Whether coincidental or not, the percentage of *ACT* test-takers with the recommended coursework (Figure 4.1) also peaked in 1998 and has declined since. The number of test-takers has increased every year since 1991, but the large number of test-takers of the past two years has not been as well-prepared by their high school coursework as were the test-takers of earlier years. It is to be hoped that high schools will address the preparation of college-bound students before the decline proceeds further. In considering the scope of the college preparation issue, it is important to remember that the high school follow-up study discussed in Chapter 4 suggests that almost 50% of Minnesota's high school seniors plan to enter a four-year college the following fall and almost 80% plan to enter a four-year, community, or technical college.

CHAPTER 6
CONCLUSIONS AND RECOMMENDATIONS

Minnesotans have high expectations for their children and for their education system. The ongoing process of educational reporting in Minnesota shows the degree to which the goals of the system are being achieved and whether students are getting an education that will prepare them for the future.

Educational improvement is a process, however, rather than a pinnacle. It is a cycle that takes into account factors such as the changes in students served, new developments in knowledge, the context in which education must occur, and the hopes we all have for our children. It then analyzes, plans next steps, implements, and evaluates the outcomes so that the educational opportunities we provide for our children will keep improving.

All change occurs within a matrix, or context, of circumstances, motivators, and obstacles. Education is no exception; its context includes government regulations and policy at all levels (federal, state, and local), financial and social realities, and the needs of students, faculty, and communities. Real educational improvement can only take place if these, and a myriad of other considerations, are taken into account as we analyze, plan, implement, and evaluate those changes we make.

This report has addressed a number of the contextual issues that will affect our public education system in future years, including changes in state and federal regulations and shifts in social and demographic factors. Based on these considerations and others, this chapter summarizes our conclusions and recommendations about the status of education in Minnesota; what we are doing well, what issues remain unclear or undecided, and what needs improvement.

STATEWIDE ASSESSMENT AND ACCOUNTABILITY

Since 1996, when the first *Basic Standards Tests* were administered, Minnesota's accountability and reporting systems have changed markedly. Currently, the accountability and reporting system includes statewide assessments at third, fifth, and eighth grades. Public reporting occurs for the state as a whole as well as for every district and school in the state. The reporting includes achievement, to be sure, but also such things as graduation rates and student attendance. To set a context for the student information, it also includes information on district finances, school staff, and student backgrounds. However, the assessment and accountability system is not yet complete, and therefore we have made the following recommendations for next steps. Chapter 2 outlined these recommendations in more detail.

STATEWIDE ASSESSMENTS

In the aftermath of the scoring error on the *Basic Standards Test* in mathematics, the most immediate need is for the implementation of quality control measures to ensure the accuracy of test results. Chapter 2 contains our suggestions for such quality control measures. The CFL needs to revise and document its policies allowing parents and students to review their test results and to consider releasing operational *BST* items to the public in future. While one hopes that no such scoring error ever occurs again, CFL needs to develop a plan for responding to such an error should one happen.

While the scoring error has led to a delay in the implementation of further statewide tests, nevertheless, accountability for achievement at the high school level requires achievement measures at the high school level. Both the MEARS report[1] and federal requirements call for statewide tests in each of three grade intervals: 3–5, 6–9, and 10–12. To meet federal requirements, the tests must cover language arts and mathematics, although the coverage is not limited to these areas. Starting in 1998, Minnesota began administering the statewide *Minnesota Comprehensive Assessments* in grades 3 and 5, which fall in the first two of these intervals. The statewide *Basic Standards Tests* fall in the grade 7–9 range, although they may need to be replaced by an assessment aligned with the preparatory standards of the *Graduation Rule* (rather than the *Basic Standards*) in order to meet the federal mandate for assessments aligned with the state's challenging standards. If such a change is required, then in our opinion, the change should result in no additional tests. Eighth grade students should take the new test in place of the *BST*, not in addition to it, and would then satisfy the high school graduation requirements in reading and mathematics with a sufficiently high performance on the new test.

To complete the statewide assessments used for accountability as envisioned by federal requirements, the MEARS report, and the Graduation Standards Advisory Panel,[2] a statewide assessment is needed in the high school years. The purpose of this test would be to serve as an indicator of achievement by students approaching graduation and to identify students needing additional work in preparation for careers and post-secondary education. Some states offer tuition scholarships to students based on high school examination performance. To keep testing time within reasonable limits, no more than five or six subject areas seem feasible. Even this many tests would be feasible only if they utilized a mainly multiple-choice format. While it has been recommended that such tests be benchmarked to national and international standards, no statewide test or commercially published norm-referenced test is currently benchmarked to international norms. Benchmarking to national norms would increase the expense.

STATEWIDE ACCOUNTABILITY

Because of federal requirements, Minnesota will need to establish performance benchmarks applicable to Title I schools. These standards will serve to identify schools where needed improvements are not occurring. Often, these are called Adequate Yearly Progress Standards. Such standards are federally mandated only for Title I schools, but the federal government is urging states to extend their standards to all schools. As yet, Minnesota has no such standards, and barring a change in federal requirements, the state will need to establish them. In the process of establishing such standards, three questions must be answered: What will the standards be? Will they apply to all schools or just Title I schools? What steps will be taken to assist schools that are neither meeting the standards nor making progress towards them? Chapter 2 outlines our suggestions for what the standards should be. In our view, Minnesota should first apply them to Title I

FOOTNOTES

[1] College of Education and Human Development, University of Minnesota. (1996). *Minnesota educational accountability reporting system.* Minneapolis, MN: Author.

[2] Minnesota Department of Children, Families & Learning. (1999). *Graduation standards advisory panel recommendations: Report to the Governor and CFL commissioner.* Roseville, MN: Author.

schools and, based on that experience, extend them to all schools. If standards are adopted, the state will need to develop a continuous improvement program for schools that are not making needed improvements.

Any such standards will have serious consequences for the reputations and the enrollments of schools not meeting them. We recommend that Minnesota rely heavily on local control, public awareness, and parent/student choice in an open enrollment environment as incentives for school improvement. The state should establish a new awards program or modify an existing one to formally recognize schools that are performing well and/or rapidly improving. Where possible, funds should be made available to expand capacity in high quality schools and programs.

Setting standards for schools requires addressing a very tough question: How good is "good enough"? Overburdening schools should be avoided; but if standards are carefully set, they can provide clear expectations, serve as incentives to improve, and trigger assistance to under-performing schools. They can also provide a basis for recognizing schools whose performance exceeds expectations, as well as rapidly improving schools.

Academic year 1999–2000 seemingly marked a watershed in enrollments statewide. For the first time in more than a decade, overall enrollments in the state declined, if only slightly. However, this trend varied by region of the state and grade level. In the Twin Cities suburbs, enrollments continue to grow, if at a slower pace. Enrollments have begun to decline in outstate Minnesota, and in the Twin Cities. Enrollment growth in the secondary grades is slowing. Total enrollment in the elementary grades has begun to decline. This decline at the elementary level probably foreshadows declines at the secondary level in the next few years. These enrollment trends will tend to moderate the need for new resources and the need for new teachers.

Minority enrollments continue to grow throughout the state. While minority enrollment is largest in the Twin Cities, it is growing most rapidly in the suburbs. Throughout the state, schools must be prepared to educate an increasingly diverse population of students.

EDUCATIONAL INPUTS AND PROCESSES

As compared to other states, per pupil funding in Minnesota remains above average, but not markedly so. In the most recent year for which data were available from other states, 1998–99, the Minnesota per pupil expenditure is reported as $6,636, which is 8% above the national average of $6,168. These figures place Minnesota 13th in per pupil funding as compared to the other states. To its credit, Minnesota's efforts to equalize school resources for students irrespective of their economic background seems to have produced some success. Districts with high concentrations of low-income students have funding levels that are similar to those in other districts around the state.

In the most recent year for which data from other states were available, 1999–2000, the mean salary for full-time teachers was reported as $40,319. This figure is within 2% of the average national salary and places Minnesota 19th among the 50 states. While teacher salaries are only slightly above the national average, Minnesota benefits from the fact that its salaries are competitive with those of neighboring states.

The teaching faculty in Minnesota is aging, and increased retirements can be expected. An ample supply of new teachers each year in some areas (e.g., elementary education, high school social studies, and high school English), combined with static overall enrollments statewide, may suffice to meet the expected increase in teaching vacancies for those fields. Nevertheless, the state and the districts will need to develop policies for recruiting, training, and retaining well qualified teachers.

COURSEWORK, ATTENDANCE, GRADE PROMOTION, AND GRADUATION RATES

Throughout the early and mid-1990s, *ACT* test-takers, who constitute the bulk of college-bound seniors, were increasingly better prepared. The proportion of students with the recommended high school coursework increased steadily, although it never rose above 73%. Last year (1999–2000), it fell slightly to 71% and stayed at 71% in 2000. While this decline is small, average composite scores also declined in 1999 and 2000. Students lacking the recommended coursework have lower average composite scores than students with the recommended coursework. There remains a large gap in coursework preparation between Asian and White *ACT* test-takers, on the one hand, and American Indian, Black, and Hispanic test-takers on the other. Minnesota's high school students, their parents, and their counselors should attend to the coursework preparation issue, with the goal of increasing the number of students with recommended coursework and eliminating ethnic differences in preparation.

Just as there are ethnic differences in high school course work preparation, there are corresponding ethnic group differences in attendance. The differences are small in the elementary grades, but grow more substantial in high school. As shown in Chapter 4, students with lower attendance are less likely to be promoted to the next grade. As shown in Chapter 5, students with lower attendance have lower achievement scores on statewide tests. Studies link poor attendance to dropping out.[3] For Minnesota schools, adapting to a more diverse student body will mean, in part, continuing to work with parents and community leaders to close the attendance gaps. The support of parents and community leaders is critical.

The Clinton administration has proposed eliminating social promotion. A number of states and districts have moved to do so. In the data reported here for the academic years 1999 and 2000, promotion to the next grade was almost universal (99% or greater) from grade 2 through grade 8. Ethnic differences in promotion rates exist, particularly in kindergarten, first grade, and high school grades 9–12. White students are promoted at higher rates than non-White students. Students with lower attendance are promoted at lower rates.

If promotion to the next grade is almost universal in the middle years, graduation at the end of four years of high school is not. In the most recent high school completion data available (1999, the last year *before* students were required to pass statewide high school graduation tests), over 6,500 students did not graduate at the end of four years (and had not dropped out). These students constituted 10% of those who could be tracked from ninth grade through twelfth grade.

In the states whose school accountability standards were reviewed in Chapter 2, Ohio has set a graduation rate benchmark of 90%, while Texas has a dropout rate benchmark of 10%. Statewide, the Minnesota dropout rate is 11%, near the level set by Texas for all schools. But the four-year graduation rate is 79%, less

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FOOTNOTES

[3] Ekstrom, R. B., Goertz, M. E., Pollack, J. M., & Rock, D.A. (Spring, 1986). Who drops out of high school and why? Findings from a national study. *Teacher's College Record, 87,* 356 - 373.

than the 90% set by Ohio for its schools. The seeming discrepancy in these two figures—an 11% dropout rate and a 79% four-year graduation rate—can be explained by the 10% of students who, four years after entering 9th grade, have not dropped out but also have not completed their district's graduation requirements. Only in the small outstate districts does the four-year graduation rate typically reach 90%.

In 1999, the four-year graduation rate was 76% for males and 82% for females. For the past two years, there has been a 6% difference in the graduation rate for boys and girls. While the male-female difference is nowhere near as large as the gaps among ethnic groups, it seems too large to ignore. To improve its graduation rate, a school or district may especially need to improve its graduation rate among boys.

In the Twin Cities, the four-year graduation rate, at 49%, was 3 percentage points higher than last year. The 1999 rate was less than 50% among Black, Hispanic, and American Indian students, although the Black graduation rate rose 3% last year to a still dismal 39%. Issues of attendance, grade promotion, and graduation rate are inseparable, and it will be difficult to improve graduation rates without continued improvements in high school attendance.

ACHIEVEMENT

Like 1998–1999, the academic year 1999–2000 was a year of generally rising statewide test scores. Scores rose impressively on both the reading and mathematics tests in third grade. Similarly, they rose impressively in fifth grade reading and mathematics. They were, however, down in fifth grade writing as compared to last year, but still well above the figures for 1998. Pass rates on the eighth grade reading test were also up.

Despite the generally rising test scores, one disturbing trend has carried over from last year. On the eighth grade mathematics test, the pass rate rose only 2% from last year and was up only 1% over the 1998 pass rate. In mathematics, the pass rates have been almost flat for three years. The first time pass rate in mathematics was 8% lower than in reading. If current trends continue in *Basic Standards* testing, the basic skill requirement in mathematics will remain the most difficult of the three. Unfortunately, the past year's data do not suggest that this situation has yet begun to improve.

EQUITY

In education, calls for equity revolve around gender and ethnicity. Throughout this report, differences relating to ethnicity are larger than gender differences and continue to be of greater concern.

While education has generally been concerned about short-changing girls, particularly in mathematics and science,[4] boys sometimes fare less well on the major indicators of this report. The four-year high school graduation rate is 6% lower for boys than girls and has been for the past two years. The male dropout rate is 4% higher. In the data on college plans in Chapter 4, 54% of the girls and 43% of boys report planning to attend a four-year college in the fall. In the achievement data of Chapter 5, the boys had a higher pass rate on the eighth grade mathematics test (1% higher), and the male *ACT* test-takers had a mean composite score above that for females. However, on gender differences in statewide test scores, whatever advantage the boys experienced in mathematics appears smaller than their disadvantage in reading and writing at every grade level (Fig-

FOOTNOTES

[4] Greenberg-Lake: The Analysis Group. (1991). *Shortchanging girls, shortchanging America.* Washington, DC: The American Association of University Women.

ures 5.1, 5.2 and 5.3). Taken together, these results on graduation rates, dropout rates, college plans, and achievement test scores attest, in part, to the past gender equity initiatives of schools and the society in general.

Ethnicity differences run throughout this report. They start as early as kindergarten, with differences in promotion rates. They continue through the later grades in the attendance, graduation rate, dropout, and achievement data. If there is one place where marked minority/majority differences do not appear, it is in the college plans of the 12th graders reported in Chapter 4. There are signs of progress in the increases in the percentage of minority students reaching Level II on the third and fifth grade *MCAs*; in the increase in the proportions of minority students passing the *Basic Standards Tests*; and in the 3% increase in the graduation rate among Black students. But there remains much work to be done, particularly for a school system becoming increasingly ethnically diverse.

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Minnesota Education Yearbook

APPENDIX A
GLOSSARY OF TERMS

An examination that measures the extent to which a person has acquired certain information or mastered certain skills, usually as a result of specific instruction.	**Achievement test**
The ACT assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social science. Student performance on the tests does not solely reflect innate ability and is influenced by a student's educational preparedness.	**ACT Assessment Program**
These are courses that the ACT Assessment program suggests students complete prior to high school graduation. The courses include: four years of English, three years of science, three years of social studies and three years of mathematics. The English portion of the test consists of punctuation 13%, basic grammar 16% and sentence structure 24%. Rhetorical skills include strategy 16%, organization 15%, and style 16%. The math portion consists of pre-algebra 23%, elementary algebra 17% intermediate algebra 15%, coordinate geometry 15%, plane geometry 23%, and trigonometry 7%. The reading portion consists of passages from social studies 25%, natural sciences 25%, prose fiction 25% and humanities 25%. The science portion consists of data representation 38%, research summary 45%, and conflicting viewpoints 17%. Web site: http://www.act.org/	**ACT Core Academic Courses**
Expenditures for the school board and for the office of the superintendent, principals, and any other line administrators who supervise staff.	**Administration (Expenditure Category)**
Advanced Placement gives highly motivated students an opportunity to take college-level courses and exams while still in high school. There are now 32 different AP courses to choose from, in 18 different subject areas, offered by approximately 14,000 high schools worldwide. In 1998, AP reached a milestone—more than a million exams were taken by about half a million students. The College Board administers the exams. AP examination grades are reported on a 5-point scale as follows: 5–extremely well qualified; 4–well qualified; 3–qualified; 2–possibly qualified; 1–no recommendation. A score of 3 or above will receive college credit or advanced placement. Web site: http://www.collegeboard.org/ap	**Advanced Placement Program (AP)**
Districts that have identified direct instructional services to assure that K–8 pupils master learner outcomes in communications and math are eligible for state aid. Other district revenue must match the state aid. This matching revenue, along with limited English proficiency revenue and assurance of mastery revenue, is included in the targeted need revenue category.	**Assurance of Mastery Revenue**
Those students in danger of failing to complete their education with the skills necessary for a modern technological society.	**At-risk Students**

Average Daily Attendance (ADA)	The aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session.
Average Daily Membership (ADM)	The aggregate enrollment of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Pupils need not be in attendance to be counted in ADM, but they must be in membership.
Bachelor's Degree	A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study.
Basic Standards	These standards represent *one* of the two components of Minnesota's *Graduation Rule*, established in 1992. The *Basic Standards* represent the minimum skills required for a high school diploma in Minnesota.
Charter Schools	Publicly funded schools that are granted a high degree of autonomy from existing rules and regulations. Depending upon state law, teachers, parents, or other would-be educators can apply for permission to open a school. The "charter" may be granted by, for example, the local school board, the state board of education, or a public institution of higher education, depending upon the state. Some states also allow existing public or nonsectarian private schools to convert to charter status. Charter schools have the potential to control their own budget, staffing and curriculum, but their autonomy varies from state to state. They must attract students and achieve the results agreed to in their charters, or their contracts can be revoked.
Choice Options	The school choice options in Minnesota include the Postsecondary Enrollment Option, open enrollment or charter schools.
Class Size	The number of students a teacher has in his/her class at a given time.
Compensatory Funds (also known as **Compensatory Education Revenue)**	Funding based on a complex formula which provides additional money for districts with students eligible to receive free lunch and/or reduced priced lunch, according to October 1st enrollments of the previous fiscal year. Compensatory revenue increases as the percentage of students eligible for free and reduced lunch increases. The percentage is capped, however.
Completion Rate	Refers to the percentage of students who complete high school in four years.
Content Standards	Content standards define what students should know and be able to do in key academic subjects at specific grades.
Continuous Improvement Program	An initiative introduced by the Minnesota Educational Effectiveness Program (MEEP) aimed at assisting building-level leadership teams with data analysis,ing revenue, along with limited English proficiency revenue and assurance of mastery revenue, is included in the targeted need revenue category.
Curriculum	A school's master plan for selecting content and organizing learning experiences for the purpose of changing and developing learners' behaviors and insights. A

curriculum is characterized by its scope (breadth of content) and sequence (organization of content).

The percentage of students that leave high school before receiving their diploma. Students who transfer to a non-public high school or to a public high school in another state are *not* counted as having dropped out.	**Dropout Rate**
A systematic method for examining whether schools and students are moving toward desired goals. In Minnesota, it is a statewide system that is applicable, with appropriate assessment accommodations, to all students, including those with disabilities and limited proficiency in English.	**Educational Accountability**
The highest grade of regular school attended and completed.	**Educational Attainment**
The total number of students registered in a given school unit at a given time, generally in the fall of a year.	**Enrollment**
Refers to equal treatment, justice.	**Equity**
The cultural and racial heritage of a particular group.	**Ethnicity**
Expenditures for instruction of students who, because of atypical characteristics or conditions, are provided educational programs that are different from regular instructional programs. Includes expenditures for special instruction of students who are emotionally, psychologically, or mentally disabled; for students with physical, hearing, speech, and visual impairments; and for students with special learning and behavior problems.	**Exceptional Instruction (Expenditure Category)**
Federal funding is the percentage of revenues from the federal government, whether paid directly or through another governmental unit. It includes all federal appropriations, grants, and contracts received by districts. The funds are typically targeted toward specific minority and disadvantaged student populations.	**Federal Funding**
For the 1996-97, 1997-98 and 1998-99 school years, certain school sites are eligible for funding to operate full day kindergarten programs or half day programs for four year olds to develop reading and other skills necessary to succeed in school. School sites with the highest concentrations of pupils eligible for free and reduced lunch are eligible for funding. The funding is the amount equal to .53 times pupils enrolled in the program times the general education formula allowance. This revenue, along with limited English proficiency revenue and assurance of mastery revenue, is included in the targeted need revenue category.	**First Grade Preparedness Funds**
Expenditures for the preparation and serving of meals and snacks to students.	**Food Support (Expenditure Category)**
The general education funding program is the method by which school districts receive the majority of their financial support. It is designed to provide a basic foundation of funding for all districts irrespective of local resources. It also channels more state aid to districts with low residential and commercial tax bases.	**Foundation Formula** (also known as the **General Education Funding Program)**

Free Lunch/ Reduced-price Lunch	The eligibility requirements are based on household size and total household income. Household size includes every child and adult in the household, whether related or unrelated. Every person who shares housing and/or expenses is considered to be part of your household for this purpose. To qualify, a total household income should not exceed the following amounts. Household size/total monthly household income: 1/$1,242; 2/$1,673; 3/$2,105; 4/$2,537; 5/$2,968; 6/$3,400; 7/$3,832; 8/$4,263. For each additional household member add $432. (Application for educational benefits 1998–99, Free or reduced-price school meals—State and Federally Funded Programs for Schools)
Full-time Equivalent (FTE)	School staff members are counted using FTE values. For example, a full-time staff member is counted as 1.0 FTE; one employed only half time is counted as .5 FTE.
Graduation rate	For the purposes of this report, graduation rate refers to the proportion of public school ninth graders who graduate from high school four years later. Ninth grade students who transfer to a non-public school or to a public school in another state are excluded from the calculations.
Graduation Rule	State level rule that states that the following three criteria must be met for high school graduation: 1) Student must meet course requirements of their local school district; 2) Student must pass *Basic Standards Tests* in mathematics, reading, and writing; 3) Student must demonstrate mastery of the *High Standards* by completing performance assessments in eleven areas.
High Standards	Organization of high school learning subjects into ten different learning areas. These learning areas represent complex skills and processes that build sequentially through the primary, intermediate, middle, and high school levels. Students must know subject material and be able to apply it. Each learning area has 48 standards, of which 24 must be passed.
IDEA	Individuals with Disabilities Education Act, the federal law that oversees the provision of a free and appropriate public education to students with disabilities.
Instructional alignment	The match between learning goals, learning activities, and assessment. Alignment is critical if teaching is to be effective and learning is to be maximized.
Instructional Support (Expenditure Category)	Expenditures for activities intended to help teachers provide instruction, not including expenditures for principals or superintendents. Includes expenditures for assistant principals, curriculum development, libraries, media centers, audiovisual support, staff development, and computer-assisted instruction.
Limited English Proficiency (LEP)	A student with limited English proficiency is defined as one whose primary language is not English and whose score on an English reading or language arts test is significantly below the average score for students of the same age. This definition is used by the Minnesota legislature; however, it may vary across school districts.
Local Sources	The percent of revenues from local sources, including property taxes, fees, county apportionment, etc.
Master's Degree	A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree.

The average of all the scores: the mean score is equal to the total of the scores divided by the number of scores.	**Mean Score**
Refers to school districts located in Minneapolis, St. Paul, and the seven county metro area.	**Metro Area**
These tests are given at the third and fifth grade levels to evaluate student progress on the Preparatory Standards and to measure the success of schools and districts in improving achievement over time.	**Minnesota Comprehensive Assessments (MCA)**
A test designed to provide and assessment specifically for students with limited English proficiency. The test results may also be used to evaluated progress students are making in English as a Second Language (ESL) instructional programs.	**Minnesota Test of Emerging Academic English (MTEAE)**
The number of times a student moves from school to school or district to district in a given year (frequent school or residence changes).	**Mobility**
NAEP is often called the "nation's report card." It is the only regularly conducted survey of what a nationally representative sample of students in grades 4, 8, and 12 know and can do in various subjects. The project is mandated by Congress and carried out by the National Center for Education Statistics at the U.S. Department of Education. Beginning in 1990, the survey was expanded to provide state-level results for individual states that choose to participate. The policy defines three NAEP achievement levels basic, proficient and advanced. The definitions for each level follow. A basic achievement level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. A proficient achievement level represents solid academic performance for each grade accessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. An advanced achievement level signifies superior performance. The NAEP scores have been evaluated at certain performance levels. In reading a score of 300 implies an ability to find, understand, summarize and explain relatively complicated literary and informational material. A score of 250 implies an ability to search for specific information, interrelate ideas, and make generalizations about literature, science and social studies materials. A score of 200 implies an ability to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. A score of 150 implies an ability to follow brief written directions and carry out simple, discrete reading tasks. Scale ranges from 0 to 500. In 1994, the NAEP reading achievement levels were as follows: For Grade 4, basic achievement is a score of 208-237, proficient achievement is 238-267 and advanced achievement is above 268. For Grade 8, basic achievement is a score of 243-280, proficient achievement is 281-322 and advanced achievement is above 323. For Grade 12, basic achievement is a score of 265-301, proficient achievement is 302-345 and advanced achievement is above 346. The NAEP scores have been evaluated at certain performance levels. In math performers at the 150 level know some basic addition and subtraction facts, and	**National Assessment of Educational Progress (NAEP)**

	most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction applies. Performers at the 200 level have considerable understanding of two digit numbers and know some basic multiplication and division facts. Performers at the 250 level have an initial understanding of the four basic operations. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations. Performers at the 300 level can compute decimals, simple fractions and percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. Performers at the 350 level can apply a range of reasoning skills to solve multi-step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. Scale ranges from 0 to 500. In 1996, the NAEP mathematics achievement levels were as follows: For Grade 4, basic achievement is a score of 214-248, proficient achievement is 249-281 and advanced achievement is above 282. For Grade 8, basic achievement is a score of 262-298, proficient achievement is 299-332 and advanced achievement is above 333. For Grade 12, basic achievement is a score of 288-335, proficient achievement is 336-366 and advanced achievement is above 367.
Open enrollment	One of several public school choice programs, allowing families to choose the public schools their children attend. Intradistrict programs limit a family's choice to some or all of the public schools in their own district. Open enrollment allows families to choose schools outside the district in which they live.
Operations and Maintenance (Expenditure Category)	Expenditures for operation, maintenance, and repair of the district's buildings, grounds and equipment. Includes expenditures for custodians, fuel for buildings, electricity, telephones and repairs.
Other Operations (Expenditure Category)	Expenditures for general fund operating programs necessary to a district's operations but not able to be assigned to other programs. These can include federally funded community education services for students, property and liability premiums, principle and interest on non-capital obligations, and nonrecurring costs such as judgements and liens.
Outcomes	The desired results of an educational system
Outcome-based Education (OBE)	Is a structure at a school and district level that stresses clearly defined outcomes, criterion-referenced measures of success, and instructional strategies. These outcomes are directly related to student abilities and needs, flexible use of time and learning opportunities, recognition of student success, and modification of programs on the basis of student results. Web site: http://www.hrdc-drhc.gc.ca/hrdc/corp/stratpol/arbsite/research/r964sm_e.html
Outstate	Refers to the school districts located outside the seven county metro area. For some purposes, they are divided into districts that have enrollments of 2000 students or less (2000-), or enrollments of greater than 2000 students (2000+).
Performance Stanards	Performance standards define in what ways and how well students must demonstrate their knowledge and skills to be considered competent.
Per Pupil Expenditure or Per Pupil Spending	The State's annual total spending on public K–12 education divided by its total number of students. An adjusted amount makes the number comparable by tak-

ing into account how much it costs school districts in different regions to recruit and employ teachers with similar qualifications.

This program allows high school juniors and seniors to enroll in classes at postsecondary institutions at public expense and receive both high school and college credit for their courses. The Minnesota program is two fold: To promote rigorous academic pursuits and to provide a variety of options to high school students.	**Post-secondary Enrollment Option (PSEO)**
Measures the proportion of students eligible for free or reduced lunch. See also "Student Poverty."	**Poverty**
Organization of learning subjects in grades K–8. These standards ensure that students have sufficient content background and skills to pursue somewhat more challenging or specialized *High Standards* in high school.	**Preparatory Standards**
There are four achievement levels that represent the expectations for academic success in Minnesota: • Level I: Students at this level demonstrate evidence of limited knowledge and skills necessary for satisfactory work in the *High Standards* in the elementary grades. • Level II: Students at this level demonstrate evidence of partial knowledge and skills necessary for satisfactory work in the High Standards in the elementary grades. • Level III: Students at this level demonstrate evidence of solid academic performance and competence in the knowledge and skills necessary for satisfactory work in the *High Standards* in the elementary grades. • Level IV: Students at this level demonstrate evidence of advanced academic performance, knowledge and skills that exceed the level necessary for satisfactory work in the *High Standards* in the elementary grades.	**Proficiency levels on the Minnesota Comprehensive Assessment**
The second component of the Minnesota standards-based *Graduation Rule.* It is a taxonomy of *Preparatory Standards* (K–8th grade) and *High Standards* (9–12th grade) that students are expected to achieve before leaving high school.	**Profile of Learning**
Expenditures for all non-instructional services provided to students, not including transportation and food. Includes expenditures for counseling, guidance, health services, psychological services, and attendance and social work services.	**Pupil Support (Expenditure Category)**
Expenditures for transportation of students, including salaries, contracted services, fuel for buses, and other expenditures.	**Pupil Transportation (Expenditure Category)**
Pupil/staff ratios are based on the total number of pupils in attendance (ADA) at a school compared to the total number of licensed school personnel (FTE) (e.g., administrators, counselors, teachers, media specialists, speech clinicians, psychologists, etc.) in that school.	**Pupil/Staff Ratio**
Based on the total number of pupils in attendance (ADA) at a school compared to the total number of licensed teaching staff (FTE) in that school.	**Pupil/Teacher Ratio**

Regular Instruction (Expenditure Catgory)	Expenditures for elementary and secondary classroom instruction, not including vocational instruction and exception instruction. Includes salaries of teachers, classroom aides, coaches, and expenditures for classroom supplies and textbooks
Results-oriented Educational System	Same as Outcomes Based Education: a structure at a school and district level that stresses clearly defined outcomes, criterion-referenced measures of success, and instructional strategies. These outcomes are directly related to student abilities and needs, flexible use of time and learning opportunities, recognition of student success, and modification of programs on the basis of student results. Web site: http://www.hrdc-drhc.gc.ca/hrdc/corp/stratpol/arbsite/research/r964sm_e.html
Scale Score	A scale score provides a common scale for different forms of a test used at a given grade or across age/gender levels, facilitating comparisons.
Scholastic Assessment Test (SAT)	Formerly known as the *Scholastic Aptitude Test*, the *SAT* is commonly used as a college entrance exam.
School Accreditation Processes	The awarding of credentials to schools in particular the award of membership in one of the regional associations of educational institutions that attempt to maintain certain quality standards for membership.
School Climate	The social system and culture of the school, including the organizational structure, and values and expectations within it.
School Improvement Prorams	Programs intended to improve school quality.
Site-based Management	Governance arrangements designed to give the people closest to students the ability to make decisions about their education. Typically, teachers, parents, and administrators at the school site are given more say over such matters as staffing, budgets, curriculum, and instructional materials. But the level of autonomy granted to individual schools, who is involved in making the decisions, and whether they are focused on student learning vary widely.
Social Promotion	Promoting students to the next grade level in order for them to remain at the same social level as their peers, without regard to whether or not the student meets the academic standards needed to succeed at the next grade level.
Special Education	Direct instructional activities or special learning experiences designed primarily for students identified as having exceptionalities in one or more aspects of the cognitive process or as being underachievers in relation to general level or model of their overall abilities. Such services usually are directed at students with physical, emotional, cognitive learning disabilities. Programs for the mentally gifted and talented are also included in some special education programs.
Stakes	Often described as the positive and/or negative consequences that are placed on students, schools or districts as the result of student achievement data. The terms "low stakes" and "high stakes" express the varying levels of risk being placed on those responsible for the expected results.
Standards	The knowledge or skill level necessary for a particular rating or grade on a given dimension of achievement. It is used as a basis of comparison. See content standards and performance standards.

The percentage of revenues a school receives from Minnesota state government.	**State Allocations**
Learning Readiness programs are meant to provide all eligible children with adequate opportunities to participate in child development programs that enable the children to enter school with the necessary skills and behavior as well as the family stability needed for them to progress and flourish. Learning Readiness is offered in 345 school districts in Minnesota. The cost per child for Learning Readiness varies depending on the level of participation. The average statewide cost is $382 per child.	**State-funded Learning Readiness Programs**
In most of this report, student poverty refers to students eligible for free or reduced lunch. Other indicators are possible (e.g., the term could refer to students from families receiving aid for Families with Dependent Children).	**Student Poverty**
Expenditures for central office administration and central office operations not included in district and school administration. Includes expenditures for business services, data processing, legal services, personnel office, printing, and the school census.	**Support Services (Expenditure Category)**
The amount of education a teacher has. The major distinction is between teachers having Bachelor's Degrees and those having Master's Degrees.	**Teacher Education**
A teacher's number of years in the teaching profession.	**Teacher Experience**
Refers to the annual pay received by teachers.	**Teacher Salary**
Title I of the Elementary and Secondary Education Act (ESEA), as restructured by the Improving America's Schools Act (IASA) of 1994, has as its primary focus to help disadvantaged students acquire the same knowledge and skills in challenging academic standards expected of all children. By the beginning of the 2000-2001 school year, Title I requires that each State develop or adopt a set of high-quality yearly student assessments that measure performance in at least mathematics and reading/language arts. Such assessments are to be aligned with the State content standards and be used to monitor progress toward achievement goals for accountability purposes. In a key change from previous law, States now use the same assessment that is used for all children to measure whether students served by Title I are achieving the State standards. There is no longer any requirement for a separate assessment for Title I students. Web page: http://www.ed.gov/legislation/ESEA/Title I	**Title I (Federally Funded Program)**
The total of the following categories: administration, support services, regular instruction, vocational instruction, exceptional instruction, instructional support, pupil support, operations and maintenance, food support, pupil transportation and other operations. This figure includes all expenditures incurred for the benefit of elementary and secondary education during the school year, except for capital and debt service expenditures.	**Total Operating Expenditures (Expenditure Category)**
Expenditures in secondary schools for instruction related to job skills and career exploration (e.g., expenditures for home economics, as well as industrial, business, agriculture, and distributive education).	**Vocational Instruction**
Vouchers enable families to use public tax dollars to pay for their children's education at a public or private school of their choice. Voucher programs may or may not include private religious schools.	**Vouchers**

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APPENDIX B

MCA AND BASIC STANDARDS TEST RESULTS, BY CATEGORY

Tables B.1 to B.24 show results on the *Minnesota Comprehensive Assessments* and the *Basic Standards Tests* for the state as a whole, for various types of students, and various categories of schools after removing either students with limited English proficiency, students new to their district since January 1, 1999, or students in Special Education.

The effect of removing such students from results can be seen by comparing the results in Tables B.1 to B.24 with corresponding results for all students in Tables 5.1 to 5.8.

Table B.1

2000 Grade 3: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		57,113	47	84	1,472	96	11	10	28
GENDER	Female	27,913	52	87	1,497	96	7	10	28
	Male	29,163	42	82	1,449	95	15	10	27
ETHNICITY	Asian	1,188	46	86	1,470	97	4	15	37
	Black	3,903	16	56	1,307	93	14	23	76
	Hispanic	1,023	33	76	1,404	92	12	19	51
	Am. Indian	1,334	21	67	1,353	93	16	17	75
	White	49,069	50	87	1,491	97	11	8	22
SPECIAL ED		6,250	18	51	1,291	86	--	10	42
NEW TO DISTRICT		5,588	36	76	1,421	93	12	--	44
F/R LUNCH		15,623	27	70	1,375	94	17	16	--
ATTENDANCE RATE	95-100%	39,312	49	87	1,486	97	10	5	23
	90-94%	11,652	45	83	1,464	95	12	8	33
	0-89%	3,145	32	70	1,388	91	16	14	58
MIDYEAR SCHOOL TRANSFERS	0	47,090	50	87	1,487	97	10	4	24
	1	6,638	32	74	1,400	95	15	20	45
	2 or more	602	20	61	1,328	89	19	45	73
STRATA	Mpls/St. Paul	5,325	30	65	1,373	93	11	11	60
	TC Suburbs	25,078	53	88	1,500	96	10	11	16
	Outstate 2000+	13,205	46	85	1,473	96	12	9	28
	Outstate 2000-	13,505	43	84	1,460	96	12	9	37
PUBLIC SCHOOLS	Non-charter	56,534	47	85	1,474	96	11	9	27
	Charter	579	20	55	1,310	92	13	51	5

Note: *LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).*

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Table B.2

2000 Grade 3: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those New to Their District Since January 1, 1999

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% F/R Students Tested
TOTAL		54,203	46	83	1,467	96	5	11	29
GENDER	Female	26,407	51	86	1,492	97	5	7	29
	Male	27,763	41	80	1,443	96	5	14	29
ETHNICITY	Asian	2,698	21	59	1,333	97	63	5	67
	Black	3,147	17	56	1,309	93	5	14	77
	Hispanic	1,525	23	63	1,340	93	46	12	65
	Am. Indian	1,112	22	69	1,359	93	0+	15	74
	White	45,125	51	88	1,494	97	0+	11	21
LEP		2,678	6	43	1,251	96	--	7	85
SPECIAL ED		5,794	18	51	1,293	87	3	--	42
F/R LUNCH		15,461	24	67	1,360	95	15	16	--
ATTENDANCE RATE	95 - 100%	39,064	48	85	1,478	98	5	10	25
	90 - 94%	11,196	44	82	1,458	95	5	11	34
	0 - 89%	2,897	32	70	1,388	91	7	15	57
MIDYEAR SCHOOL TRANSFERS	0	46,465	49	86	1,483	97	3	10	25
	1	6,488	27	67	1,369	96	18	14	51
	2 or more	408	17	56	1,305	91	18	17	80
STRATA	Mpls/St. Paul	6,467	24	59	1,340	94	27	10	68
	TC Suburbs	22,968	53	88	1,503	97	2	10	14
	Outstate 2000+	12,378	46	85	1,470	96	2	12	28
	Outstate 2000-	12,390	43	85	1,462	96	1	12	36
PUBLIC SCHOOLS	Non-charter	53,861	46	83	1,468	96	5	11	29
	Charter	342	21	58	1,324	94	14	13	57

Note: *LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).*

Table B.3

2000 Grade 3: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those in Special Education

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		53,805	48	86	1,482	97	6	10	29
GENDER	Female	27,327	52	88	1,500	97	5	10	30
	Male	26,439	44	84	1,462	97	6	10	29
ETHNICITY	Asian	2,945	21	60	1,339	97	61	13	67
	Black	3,551	18	60	1,328	94	6	24	76
	Hispanic	1,654	23	65	1,348	91	46	19	66
	Am. Indian	1,128	23	73	1,377	95	0+	16	74
	White	43,931	54	91	1,513	98	0+	8	20
LEP		2,942	6	44	1,255	93	--	15	85
NEW TO DISTRICT		5,396	37	78	1,428	93	8	--	45
F/R LUNCH		15,481	26	71	1,380	96	16	18	--
ATTENDANCE RATE	95 - 100%	37,140	50	88	1,494	98	5	6	25
	90 - 94%	10,803	47	85	1,477	97	5	8	33
	0 - 89%	2,836	34	74	1,411	94	7	14	58
MIDYEAR SCHOOL TRANSFERS	0	43,582	52	89	1,501	98	3	4	24
	1	6,825	31	72	1,396	97	18	18	51
	2 or more	580	21	64	1,343	92	16	42	74
STRATA	Mpls/St. Paul	6,549	24	62	1,353	95	28	11	68
	TC Suburbs	23,296	55	90	1,513	97	3	11	16
	Outstate 2000+	11,951	49	89	1,491	97	3	9	28
	Outstate 2000-	12,009	46	89	1,483	97	1	9	35
PUBLIC SCHOOLS	Non-charter	53,240	48	86	1,483	97	5	10	29
	Charter	565	19	53	1,309	93	11	48	62

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.4
2000 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		56,794	48	91	1,489	95	11	10	28
GENDER	Female	27,721	47	91	1,485	96	7	10	28
	Male	29,036	49	91	1,492	95	15	10	27
ETHNICITY	Asian	1,175	50	92	1,499	96	4	15	37
	Black	3,887	16	66	1,291	92	14	23	76
	Hispanic	1,022	31	84	1,407	91	13	19	51
	Am. Indian	1,312	28	82	1,382	91	16	17	76
	White	48,761	52	93	1,511	96	11	8	22
SPECIAL ED		6,315	23	69	1,327	87	--	10	42
NEW TO DISTRICT		5,570	37	83	1,423	93	12	--	44
F/R LUNCH		15,539	30	81	1,388	93	17	16	--
ATTENDANCE RATE	95 - 100%	39,140	52	93	1,508	97	11	5	23
	90 - 94%	11,538	45	89	1,470	94	12	8	33
	0 - 89%	3,096	31	79	1,390	89	17	14	58
MIDYEAR SCHOOL TRANSFERS	0	46,781	51	93	1,506	96	11	4	24
	1	6,587	33	83	1,409	94	16	20	45
	2 or more	617	21	73	1,322	91	19	44	73
STRATA	Mpls/St. Paul	5,290	32	76	1,384	93	11	11	60
	TC Suburbs	24,970	54	93	1,516	96	10	11	16
	Outstate 2000+	13,087	46	92	1,484	95	12	9	28
	Outstate 2000-	13,447	47	92	1,485	96	13	9	37
PUBLIC SCHOOLS	Non-charter	56,214	49	91	1,491	95	11	10	27
	Charter	580	20	61	1,278	93	12	51	60

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.5

2000 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those New to their District Since January 1, 1999

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% F/R Students Tested
TOTAL		53,889	48	90	1,486	96	5	11	29
GENDER	**Female**	26,206	47	90	1,483	96	5	7	29
	Male	27,647	48	90	1,489	95	5	15	29
ETHNICITY	**Asian**	2,680	28	78	1,378	97	63	5	67
	Black	3,119	17	67	1,298	93	5	14	77
	Hispanic	1,526	22	75	1,348	93	46	12	65
	Am. Indian	1,097	29	84	1,392	92	0+	16	74
	White	44,830	53	94	1,514	96	0+	11	21
LEP		2,665	13	67	1,289	95	--	7	84
SPECIAL ED		5,867	23	70	1,330	88	3	--	42
F/R LUNCH		15,359	28	80	1,379	94	15	16	--
ATTENDANCE RATE	**95 - 100%**	38,883	50	92	1,502	97	5	10	25
	90 - 94%	11,081	44	89	1,466	94	5	12	34
	0 - 89%	2,844	32	79	1,391	89	7	16	57
MIDYEAR SCHOOL TRANSFERS	**0**	46,154	51	92	1,503	96	3	10	25
	1	6,429	30	80	1,387	95	18	14	51
	2 or more	415	19	69	1,303	92	17	18	80
STRATA	**Mpls/St. Paul**	6,420	27	74	1,363	94	27	10	68
	TC Suburbs	22,854	55	94	1,523	96	2	10	15
	Outstate 2000+	12,281	46	91	1,481	95	3	12	28
	Outstate 2000-	12,334	47	92	1,487	96	1	12	36
PUBLIC SCHOOLS	**Non-charter**	53,548	48	91	1,487	96	5	11	29
	Charter	341	23	69	1,316	93	14	13	57

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.6
2000 Grade 3: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those in Special Education

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		53,395	49	92	1,497	96	6	10	29
GENDER	**Female**	27,087	48	92	1,490	96	5	10	29
	Male	26,265	51	93	1,505	96	6	10	29
ETHNICITY	**Asian**	2,917	29	79	1,385	96	62	13	67
	Black	3,550	17	70	1,309	94	6	24	76
	Hispanic	1,645	23	77	1,357	91	46	19	66
	Am. Indian	1,105	31	86	1,409	93	0+	16	74
	White	43,541	55	96	1,530	97	0+	8	20
LEP		2,916	13	68	1,294	93	--	15	84
NEW TO DISTRICT		5,373	38	85	1,431	93	8	--	45
F/R LUNCH		15,328	30	83	1,395	95	16	16	--
ATTENDANCE RATE	**95 - 100%**	36,915	53	94	1,516	98	5	6	25
	90 - 94%	10,670	46	91	1,482	96	5	8	33
	0 - 89%	2,780	33	82	1,409	92	7	14	58
MIDYEAR SCHOOL TRANSFERS	**0**	43,232	53	94	1,518	97	3	4	24
	1	6,741	33	83	1,410	96	18	18	51
	2 or more	590	22	75	1,339	94	15	42	74
STRATA	**Mpls/St. Paul**	6,499	28	77	1,375	94	28	11	68
	TC Suburbs	23,153	56	94	1,526	97	3	11	16
	Outstate 2000+	11,827	49	93	1,497	96	3	9	28
	Outstate 2000-	11,916	50	95	1,505	97	1	9	35
PUBLIC SCHOOLS	**Non-charter**	52,825	50	92	1,500	96	5	10	29
	Charter	570	20	63	1,284	93	11	49	62

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.7

2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		59,433	54	87	1,505	96	13	9	26
GENDER	**Female**	29,362	58	90	1,531	97	9	9	26
	Male	30,038	49	85	1,479	96	18	9	26
ETHNICITY	**Asian**	1,462	49	89	1,503	97	6	12	43
	Black	3,735	21	59	1,313	93	19	20	76
	Hispanic	1,078	37	80	1,427	95	13	17	55
	Am. Indian	1,289	28	71	1,373	92	20	16	73
	White	51,323	58	90	1,525	97	13	8	20
SPECIAL ED		7,779	21	55	1,299	88	--	10	40
NEW TO DISTRICT		5,163	43	80	1,443	93	15	--	42
F/R LUNCH		15,362	33	74	1,392	94	20	14	--
ATTENDANCE RATE	**95 - 100%**	41,707	57	89	1,520	98	12	5	22
	90 - 94%	11,537	51	86	1,491	96	15	7	31
	0 - 89%	3,360	39	76	1,417	91	20	13	54
MIDYEAR SCHOOL TRANSFERS	**0**	49,832	57	90	1,522	97	12	4	23
	1	6,387	37	76	1,413	95	20	18	44
	2 or more	556	25	62	1,336	92	28	49	71
STRATA	**Mpls/St. Paul**	5,424	33	69	1,388	95	15	10	60
	TC Suburbs	25,524	60	91	1,537	96	12	9	15
	Outstate 2000+	13,958	53	88	1,505	96	14	8	26
	Outstate 2000-	14,527	51	88	1,492	97	14	9	33
PUBLIC SCHOOLS	**Non-charter**	58,919	54	88	1,506	96	13	8	26
	Charter	514	30	65	1,356	94	16	50	57

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.8

2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those New to their District Since January 1, 1999

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% F/R Students Tested
TOTAL		56,605	53	86	1,500	96	4	13	27
GENDER	Female	27,896	58	89	1,527	97	4	8	27
	Male	28,682	49	84	1,474	96	4	17	27
ETHNICITY	Asian	2,798	27	66	1,370	97	54	8	68
	Black	3,166	21	60	1,314	94	5	20	77
	Hispanic	1,409	27	68	1,364	95	37	14	66
	Am. Indian	1,077	29	71	1,375	92	0	20	71
	White	47,609	58	90	1,528	97	0+	13	19
LEP		2,335	7	47	1,249	96	--	10	87
SPECIAL ED		7,244	21	55	1,300	89	3	--	39
F/R LUNCH		15,216	30	71	1,378	95	13	19	--
ATTENDANCE RATE	95 - 100%	41,520	55	88	1,512	98	4	12	24
	90 - 94%	11,058	51	85	1,488	96	3	15	31
	0 - 89%	3,075	39	75	1,416	92	5	19	54
MIDYEAR SCHOOL TRANSFERS	0	49,166	56	89	1,518	97	2	12	24
	1	6,298	31	70	1,382	96	17	18	51
	2 or more	347	21	56	1,308	92	17	26	76
STRATA	Mpls/St. Paul	6,423	27	63	1,354	95	24	14	67
	TC Suburbs	23,657	61	91	1,540	97	2	12	14
	Outstate 2000+	13,146	53	88	1,503	96	2	14	26
	Outstate 2000-	13,379	52	88	1,495	97	1	13	32
PUBLIC SCHOOLS	Non-charter	56,288	53	86	1,501	96	4	13	27
	Charter	317	30	64	1,357	95	17	18	56

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.9
2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Reading for all Public School Students Tested except those in Special Education

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		54,164	56	90	1,523	97	5	9	27
GENDER	Female	28,047	60	92	1,541	97	4	9	27
	Male	26,082	53	89	1,504	97	5	9	26
ETHNICITY	Asian	2,927	27	68	1,378	97	53	12	68
	Black	3,253	23	66	1,346	94	8	22	76
	Hispanic	1,491	28	72	1,379	95	37	19	67
	Am. Indian	1,034	33	80	1,414	95	0	16	71
	White	44,913	63	95	1,554	98	0+	7	18
LEP		2,510	8	49	1,257	94	--	17	86
NEW TO DISTRICT		4,803	44	83	1,458	94	9	--	43
F/R LUNCH		14,418	34	77	1,408	97	15	14	--
ATTENDANCE RATE	95 - 100%	38,372	59	92	1,536	98	5	5	23
	90 - 94%	10,145	55	90	1,518	98	3	7	30
	0 - 89%	2,847	44	82	1,451	94	6	13	54
MIDYEAR SCHOOL TRANSFERS	0	44,858	60	93	1,544	98	2	4	23
	1	6,190	36	77	1,417	97	18	17	50
	2 or more	479	29	68	1,373	94	16	47	72
STRATA	Mpls/St. Paul	6,182	29	68	1,381	96	26	10	67
	TC Suburbs	22,920	63	94	1,558	97	2	9	15
	Outstate 2000+	12,369	58	93	1,531	97	2	8	25
	Outstate 2000-	12,693	56	92	1,521	98	1	8	32
PUBLIC SCHOOLS	Non-charter	53,679	57	90	1,524	97	5	9	27
	Charter	485	31	68	1,374	95	11	48	59

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.10

2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		58,908	47	88	1,479	95	13	9	26
GENDER	**Female**	29,057	47	88	1,480	96	9	9	26
	Male	29,822	48	87	1,478	95	18	9	26
ETHNICITY	**Asian**	1,463	50	91	1,502	97	6	12	44
	Black	3,698	13	56	1,280	92	20	20	76
	Hispanic	1,061	27	77	1,388	94	13	17	55
	Am. Indian	1,265	24	73	1,361	90	19	16	72
	White	50,873	51	91	1,499	96	13	7	20
SPECIAL ED		7,796	20	61	1,313	88	--	10	40
NEW TO DISTRICT		5,089	33	79	1,409	92	15	--	42
F/R LUNCH		15,163	26	75	1,371	93	21	14	--
ATTENDANCE RATE	**95 - 100%**	41,479	51	90	1,498	97	12	5	22
	90 - 94%	11,363	43	85	1,457	94	15	7	31
	0 - 89%	3,282	30	75	1,383	89	20	13	54
MIDYEAR SCHOOL TRANSFERS	**0**	49,440	50	90	1,495	96	12	4	23
	1	6,300	31	77	1,394	94	20	18	44
	2 or more	545	17	60	1,310	90	28	48	70
STRATA	**Mpls/St. Paul**	5,360	29	69	1,370	93	15	10	60
	TC Suburbs	25,416	54	91	1,512	96	13	9	15
	Outstate 2000+	13,785	45	89	1,475	95	14	8	26
	Outstate 2000-	14,347	43	89	1,464	96	14	9	33
PUBLIC SCHOOLS	**Non-charter**	58,403	48	88	1,481	95	13	8	26
	Charter	505	21	60	1,309	94	16	50	56

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.11

2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those New to their District Since January 1, 1999

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% F/R Students Tested
TOTAL		56,152	47	87	1,477	96	4	13	27
GENDER	Female	27,646	47	88	1,478	96	4	9	27
	Male	28,486	47	87	1,476	95	4	17	27
ETHNICITY	Asian	2,792	30	75	1,392	97	54	8	68
	Black	3,135	14	57	1,285	93	5	20	77
	Hispanic	1,403	19	68	1,338	94	37	14	66
	Am. Indian	1,058	25	74	1,367	91	0	19	70
	White	47,216	52	91	1,503	96	0+	13	19
LEP		2,333	10	57	1,278	96	--	11	87
SPECIAL ED		7,265	20	61	1,316	89	3	--	39
F/R LUNCH		15,044	25	73	1,365	94	13	19	--
ATTENDANCE RATE	95 - 100%	41,304	50	89	1,492	97	4	12	24
	90 - 94%	10,910	43	85	1,457	95	3	15	31
	0 - 89%	3,005	30	75	1,382	90	5	19	54
MIDYEAR SCHOOL TRANSFERS	0	48,801	50	90	1,493	96	2	12	24
	1	6,223	28	73	1,372	95	17	19	51
	2 or more	343	12	58	1,285	91	18	25	76
STRATA	Mpls/St. Paul	6,361	25	67	1,351	94	24	14	67
	TC Suburbs	23,570	55	92	1,518	96	2	12	14
	Outstate 2000+	13,004	45	88	1,474	95	2	14	26
	Outstate 2000-	13,217	44	89	1,468	96	1	13	32
PUBLIC SCHOOLS	Non-charter	55,841	47	88	1,478	96	4	13	27
	Charter	311	23	67	1,336	94	16	18	56

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.12

2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Mathematics for all Public School Students Tested except those in Special Education

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		53,612	50	90	1,494	96	5	9	27
GENDER	Female	27,747	48	90	1,490	96	4	9	27
	Male	25,840	51	91	1,499	96	5	9	26
ETHNICITY	Asian	2,918	30	77	1,400	97	53	12	67
	Black	3,216	15	61	1,302	94	7	22	76
	Hispanic	1,480	21	72	1,352	94	38	19	67
	Am. Indian	1,023	27	79	1,391	94	0	16	70
	White	44,427	55	95	1,523	97	0+	7	18
LEP		2,500	10	59	1,284	93	--	17	86
NEW TO DISTRICT		4,725	35	82	1,423	92	9	--	42
F/R LUNCH		14,197	27	78	1,385	95	15	14	--
ATTENDANCE RATE	95 - 100%	38,132	53	93	1,511	98	5	5	23
	90 - 94%	9,953	47	89	1,480	96	3	7	30
	0 - 89%	2,777	33	80	1,407	92	6	13	53
MIDYEAR SCHOOL TRANSFERS	0	44,443	53	93	1,514	97	2	4	22
	1	6,102	31	79	1,399	96	18	17	50
	2 or more	470	19	68	1,336	92	17	46	72
STRATA	Mpls/St. Paul	6,122	27	71	1,369	95	26	10	66
	TC Suburbs	22,782	57	94	1,530	97	2	9	15
	Outstate 2000+	12,201	49	92	1,496	96	3	8	25
	Outstate 2000-	12,507	47	93	1,487	97	1	8	31
PUBLIC SCHOOLS	Non-charter	53,138	50	91	1,496	96	5	9	26
	Charter	474	22	63	1,325	94	11	48	58

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.13
2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		58,835	43	92	1,457	95	13	9	26
GENDER	**Female**	29,124	53	96	1,518	96	9	9	26
	Male	29,685	33	89	1,398	95	18	9	26
ETHNICITY	**Asian**	1,450	50	96	1,509	96	6	12	44
	Black	3,658	22	79	1,303	92	19	20	76
	Hispanic	1,055	32	89	1,391	94	13	17	55
	Am. Indian	1,260	23	82	1,322	91	19	16	72
	White	50,886	45	94	1,473	96	13	7	20
SPECIAL ED		7,683	14	70	1,245	88	--	10	39
NEW TO DISTRICT		5,066	33	87	1,395	92	15	--	42
F/R LUNCH		15,127	26	85	1,350	93	20	14	--
ATTENDANCE RATE	**95 - 100%**	41,375	45	94	1,474	97	12	5	22
	90 - 94%	11,432	40	91	1,440	95	15	7	31
	0 - 89%	3,267	28	85	1,362	89	20	13	5
MIDYEAR SCHOOL TRANSFERS	**0**	49,379	45	94	1,473	96	12	4	23
	1	6,316	30	87	1,374	95	20	18	44
	2 or more	542	20	78	1,294	91	28	48	69
STRATA	**Mpls/St. Paul**	5,310	31	85	1,374	93	14	10	59
	TC Suburbs	25,324	50	95	1,500	96	12	9	15
	Outstate 2000+	13,823	39	93	1,441	95	14	8	26
	Outstate 2000-	[illegible]4,[illegible]78	38	91	1,428	96	14	9	33
PUBLIC SCHOOLS	**Non-charter**	58,344	43	93	1,459	95	13	8	26
	Charter	491	21	77	1,296	92	16	50	55

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.14

2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested except those New to Their District Since January 1, 1999

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% F/R Students Tested
TOTAL		56,071	42	92	1,456	96	4	13	27
GENDER	**Female**	27,687	52	96	1,516	96	4	9	27
	Male	28,365	33	89	1,397	95	4	17	27
ETHNICITY	**Asian**	2,771	33	90	1,404	97	54	7	68
	Black	3,105	22	79	1,306	93	5	19	76
	Hispanic	1,392	24	83	1,334	94	37	14	66
	Am. Indian	1,060	24	83	1,330	92	0	19	70
	White	47,217	45	94	1,476	97	0+	13	19
LEP		2,302	15	81	1,284	96	--	10	87
SPECIAL ED		7,157	15	70	1,248	88	3	--	39
F/R LUNCH		15,013	26	85	1,348	94	13	19	--
ATTENDANCE RATE	**95 - 100%**	41,191	44	94	1,470	97	4	12	24
	90 - 94%	10,959	40	91	1,440	95	3	15	31
	0 - 89%	2,999	29	85	1,363	90	5	19	54
MIDYEAR SCHOOL TRANSFERS	**0**	48,717	45	94	1,472	96	2	12	23
	1	6,239	27	86	1,357	95	17	18	51
	2 or more	345	19	77	1,282	92	18	26	75
STRATA	**Mpls/St. Paul**	6,319	28	85	1,358	94	25	13	67
	TC Suburbs	23,477	50	95	1,504	96	2	12	14
	Outstate 2000+	13,040	39	92	1,439	96	2	14	26
	Outstate 2000-	13,235	38	92	1,433	96	1	13	32
PUBLIC SCHOOLS	**Non-charter**	55,767	42	92	1,457	96	4	13	27
	Charter	304	22	80	1,303	92	17	18	55

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.15
2000 Grade 5: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested except those in Special Education

		Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		53,614	45	95	1,480	97	5	9	27
GENDER	Female	27,798	54	97	1,531	97	4	9	27
	Male	25,793	36	93	1,426	96	5	9	26
ETHNICITY	Asian	2,906	33	92	1,413	97	53	12	68
	Black	3,183	25	84	1,337	93	7	21	76
	Hispanic	1,466	26	86	1,354	94	37	19	67
	Am. Indian	1,015	27	89	1,365	94	0	16	70
	White	44,518	49	97	1,503	97	0+	7	18
LEP		2,462	16	83	1,291	92	--	16	86
NEW TO DISTRICT		4,700	36	91	1,417	92	8	--	42
F/R LUNCH		14,219	29	90	1,378	96	15	14	--
ATTENDANCE RATE	95 - 100%	38,082	48	96	1,494	98	5	5	23
	90 - 94%	10,037	44	95	1,471	97	3	7	30
	0 - 89%	2,784	32	90	1,397	93	6	13	53
MIDYEAR SCHOOL TRANSFERS	0	44,465	48	96	1,498	97	2	4	22
	1	6,130	31	90	1,392	97	18	17	50
	2 or more	467	24	87	1,351	93	16	45	71
STRATA	Mpls/St. Paul	6,105	30	89	1,385	95	26	10	66
	TC Suburbs	22,697	53	97	1,525	97	2	9	14
	Outstate 2000+	12,253	43	95	1,467	96	3	8	25
	Outstate 2000-	12,559	42	95	1,459	97	1	8	31
PUBLIC SCHOOLS	Non-charter	53,152	46	95	1,482	97	5	9	27
	Charter	462	22	82	1,322	93	11	47	58

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.16
2000 Grade 8: *Basic Standards Test* Results in Reading for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% Sp.Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		63,887	81	33	635	98	12	8	22
GENDER	**Female**	31,087	84	34	639	98	8	7	22
	Male	32,786	79	33	632	97	17	8	22
ETHNICITY	**Asian**	1,831	84	34	638	98	6	10	39
	Black	2,972	50	28	596	94	21	20	69
	Hispanic	969	67	31	614	95	16	16	51
	Am. Indian	1,209	53	28	599	93	24	16	63
	White	55,956	84	34	639	98	12	7	17
SPECIAL ED		7,824	40	26	584	92	--	12	38
NEW TO DISTRICT		4,812	67	31	616	94	20	--	40
F/R LUNCH		13,729	64	30	610	95	22	14	--
ATTENDANCE RATE	**95 - 100%**	39,345	85	34	641	99	10	4	17
	90 - 94%	15,009	80	33	634	98	13	5	23
	0 - 89%	6,839	67	30	615	94	23	12	44
MIDYEAR SCHOOL TRANSFERS	**0**	54,660	84	34	639	98	11	3	19
	1	6,068	68	31	618	96	21	19	37
	2 or more	628	52	28	598	92	33	40	63
STRATA	**Mpls/St. Paul**	4,884	63	30	614	94	15	9	55
	TC Suburbs	26,597	85	34	641	98	11	8	12
	Outstate 2000+	15,894	81	33	635	98	13	6	21
	Outstate 2000-	16,512	80	33	633	98	13	8	29
PUBLIC SCHOOLS	**Non-charter**	63,466	81	33	636	98	12	7	22
	Charter	421	61	30	613	98	16	53	40

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.17
2000 Grade 8: *Basic Standards Test* Results in Reading for all Public School Students Tested except those New to Their District Since January 1, 1999

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% F/R Students Tested
TOTAL		60,818	81	33	635	98	3	12	22
GENDER	Female	29,680	84	34	639	98	3	7	22
	Male	31,123	78	33	632	98	3	16	22
ETHNICITY	Asian	2,756	64	31	617	98	40	8	59
	Black	2,548	51	28	596	95	6	20	70
	Hispanic	1,198	55	29	602	95	32	15	60
	Am. Indian	1,012	56	29	602	94	0+	24	61
	White	52,354	85	34	640	98	0+	11	16
LEP		1,743	32	25	580	97	--	10	86
SPECIAL ED		7,058	40	26	585	92	3	--	37
F/R LUNCH		13,312	61	30	609	96	11	20	--
ATTENDANCE RATE	95 - 100%	39,087	84	34	640	99	3	10	18
	90 - 94%	14,560	80	33	634	98	2	13	24
	0 - 89%	6,284	66	30	615	94	4	21	44
MIDYEAR SCHOOL TRANSFERS	0	54,119	83	34	638	98	2	11	20
	1	5,520	64	30	614	96	11	19	41
	2 or more	436	44	27	591	91	13	31	67
STRATA	Mpls/St. Paul	5,636	57	29	608	95	22	14	63
	TC Suburbs	24,822	86	34	642	98	1	11	11
	Outstate 2000+	15,145	82	33	635	98	2	12	21
	Outstate 2000-	15,215	81	33	634	98	0+	12	28
PUBLIC SCHOOLS	Non-charter	60,590	81	33	635	98	3	12	22
	Charter	228	60	30	612	97	4	17	49

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.18

2000 Grade 8: *Basic Standards Test* Results in Reading for all Public School Students Tested except those in Special Education

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		57,951	85	34	641	98	3	7	22
GENDER	Female	29,657	87	34	642	98	3	7	22
	Male	28,278	84	34	639	98	3	7	21
ETHNICITY	Asian	2,844	66	31	620	98	39	11	59
	Black	2,583	56	29	603	94	9	21	68
	Hispanic	1,227	58	29	606	93	34	17	59
	Am. Indian	920	63	30	611	94	0+	16	60
	White	49,427	90	35	646	99	0+	6	15
LEP		1,888	33	25	581	93	--	17	85
NEW TO DISTRICT		4,191	71	32	622	93	8	--	39
F/R LUNCH		12,339	68	31	616	96	13	13	--
ATTENDANCE RATE	95 - 100%	36,476	88	35	645	99	3	3	18
	90 - 94%	13,355	85	34	640	98	3	5	22
	0 - 89%	5,560	74	32	624	95	5	11	42
MIDYEAR SCHOOL TRANSFERS	0	49,578	88	35	644	99	2	3	19
	1	5,463	71	32	622	97	12	18	40
	2 or more	485	55	29	605	94	13	38	63
STRATA	Mpls/St. Paul	5,400	61	30	613	95	24	10	62
	TC Suburbs	23,956	89	35	646	98	1	8	11
	Outstate 2000+	14,156	87	34	641	98	2	6	20
	Outstate 2000-	14,439	86	34	640	99	1	7	27
PUBLIC SCHOOLS	Non-charter	57,583	85	34	641	98	3	7	22
	Charter	368	67	31	619	98	2	53	36

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.19
2000 Grade 8: *Basic Standards Test* Results in Mathematics for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		63,822	73	54	627	97	12	8	22
GENDER	**Female**	31,022	73	54	627	97	8	7	22
	Male	32,783	74	54	628	97	17	8	22
ETHNICIITY	**Asian**	1,828	78	56	635	98	6	10	39
	Black	2,958	32	42	578	94	21	19	69
	Hispanic	971	50	48	600	95	16	17	50
	Am. Indian	1,184	42	45	589	91	23	16	63
	White	55,915	77	55	632	98	12	7	17
SPECIAL ED		7,794	29	41	574	92	--	12	38
NEW TO DISTRICT		4,804	54	49	604	94	20	--	40
F/R LUNCH		13,704	52	48	601	95	22	14	--
ATTENDANCE RATE	**95 - 100%**	39,300	79	56	635	99	10	4	17
	90 - 94%	14,988	70	53	623	98	13	5	23
	0 - 89%	6,817	52	48	602	93	23	12	44
MIDYEAR SCHOOL TRANSFERS	**0**	54,590	76	55	631	98	11	3	19
	1	6,063	55	49	606	96	21	19	37
	2 or more	615	37	44	585	90	33	40	62
STRATA	**Mpls/St. Paul**	4,863	50	47	601	94	15	9	55
	TC Suburbs	26,579	77	55	632	98	11	8	12
	Outstate 2000+	15,883	74	54	628	97	13	6	21
	Outstate 2000-	16,497	73	54	627	98	13	8	29
PUBLIC SCHOOLS	**Non-charter**	63,405	73	54	628	97	12	7	22
	Charter	417	51	48	601	97	16	52	41

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.20
2000 Grade 8: *Basic Standards Test* Results in Mathematics for all Public School Students Tested except those New to Their District Since January 1, 1999

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% F/R Students Tested
TOTAL		60,759	73	54	628	98	3	12	22
GENDER	Female	29,616	73	54	627	98	3	7	22
	Male	31,126	74	54	629	98	3	16	22
ETHNICITY	Asian	2,750	63	51	616	98	40	8	59
	Black	2,536	33	42	578	95	6	20	70
	Hispanic	1,200	42	45	590	95	33	15	60
	Am. Indian	996	45	46	592	92	0+	23	61
	White	52,311	78	55	633	98	0+	11	16
LEP		1,741	32	42	579	97	--	11	87
SPECIAL ED		7,039	30	41	575	92	3	--	37
F/R LUNCH		13,292	51	48	600	96	11	20	--
ATTENDANCE RATE	95 - 100%	39,045	79	56	635	99	3	10	18
	90 - 94%	14,539	70	53	623	98	2	13	23
	0 - 89%	6,254	53	48	602	93	4	22	44
MIDYEAR SCHOOL TRANSFERS	0	54,042	76	55	631	98	2	11	20
	1	5,512	54	49	604	96	11	19	41
	2 or more	427	31	42	579	90	13	31	67
STRATA	Mpls/St. Paul	5,611	47	47	597	95	22	14	63
	TC Suburbs	24,812	78	56	634	98	1	11	11
	Outstate 2000+	15,132	74	54	629	98	2	12	21
	Outstate 2000-	15,204	74	54	628	98	0+	12	28
PUBLIC SCHOOLS	Non-charter	60,530	74	54	628	98	3	12	22
	Charter	229	51	48	600	98	4	17	50

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.21
2000 Grade 8: *Basic Standards Test* Results in Mathematics for all Public School Students Tested except those in Special Education

		Number Tested	% Meeting Minimum Standard	Mean Number Correct	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		57,915	78	56	633	98	3	7	22
GENDER	Female	29,610	75	55	630	98	3	7	22
	Male	28,286	80	56	636	98	3	7	21
ETHNICITY	Asian	2,837	66	52	620	98	39	11	59
	Black	2,578	36	44	584	94	9	21	68
	Hispanic	1,239	44	46	594	94	34	17	59
	Am. Indian	908	51	48	600	93	0+	16	60
	White	49,387	83	57	639	99	0+	6	15
LEP		1,887	34	43	581	92	--	17	85
NEW TO DISTRICT		4,195	59	50	610	93	8	--	39
F/R LUNCH		12,338	57	50	608	96	13	13	--
ATTENDANCE RATE	95 - 100%	36,448	83	57	640	99	3	3	18
	90 - 94%	13,344	76	55	629	98	3	5	22
	0 - 89%	5,529	60	51	611	94	5	11	42
MIDYEAR SCHOOL TRANSFERS	0	49,521	81	57	637	99	2	3	19
	1	5,461	60	51	612	97	12	18	40
	2 or more	475	43	46	594	92	13	39	62
STRATA	Mpls/St. Paul	5,392	50	48	602	94	24	10	62
	TC Suburbs	23,944	82	57	638	98	1	8	11
	Outstate 2000+	14,147	79	56	635	98	2	6	20
	Outstate 2000-	14,432	79	56	634	99	1	8	27
PUBLIC SCHOOLS	Non-charter	57,553	78	56	633	98	3	7	22
	Charter	362	56	50	608	97	2	52	37

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.22
2000 Grade 10: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested except those with Limited English Proficiency

		Number Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% Sp. Ed Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		61,905	88	3	96	11	8	18
GENDER	Female	30,393	93	3	96	7	7	19
	Male	31,435	83	3	95	15	8	18
ETHNICITY	Asian	1,748	85	3	95	4	10	38
	Black	2,480	59	3	88	18	21	60
	Hispanic	886	75	3	90	11	17	43
	Am. Indian	1,024	70	3	87	23	19	58
	White	55,235	90	3	97	10	7	15
SPECIAL ED		6,597	51	2	88	--	14	34
NEW TO DISTRICT		4,668	75	3	90	20	--	35
F/R LUNCH		11,178	75	3	92	20	14	--
ATTENDANCE RATE	95 - 100%	37,716	91	3	98	8	3	14
	90 - 94%	13,994	87	3	97	12	5	19
	0 - 89%	7,068	77	3	89	20	15	36
MIDYEAR SCHOOL TRANSFERS	0	51,226	90	3	97	9	3	15
	1	7,329	78	3	94	17	16	30
	2 or more	869	67	3	86	28	39	53
STRATA	Mpls/St. Paul	4,327	72	3	91	12	10	47
	TC Suburbs	25,081	90	3	96	10	8	10
	Outstate 2000+	15,776	89	3	95	11	6	17
	Outstate 2000-	16,721	88	3	97	11	8	25
PUBLIC SCHOOLS	Non-charter	61,591	88	3	96	11	7	18
	Charter	314	69	3	90	21	81	49

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.23
2000 Grade 10: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested except those New to Their District Since January 1, 1999

		Number Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% Sp. Ed Students Tested	% F/R Students Tested
TOTAL		58,772	88	3	96	3	10	19
GENDER	Female	28,940	92	3	97	3	6	19
	Male	29,774	83	3	96	3	14	18
ETHNICITY	Asian	2,558	71	3	95	38	6	56
	Black	2,164	58	3	89	9	17	63
	Hispanic	1,008	67	3	93	27	10	52
	Am. Indian	832	71	3	88	0+	21	57
	White	51,678	90	3	97	0+	10	14
LEP		1,535	42	2	93	--	8	84
SPECIAL ED		5,776	51	2	88	2	--	32
F/R LUNCH		10,850	72	3	93	12	17	--
ATTENDANCE RATE	95 - 100%	37,466	91	3	98	2	8	15
	90 - 94%	13,562	87	3	97	2	11	20
	0 - 89%	6,297	76	3	88	5	19	37
MIDYEAR SCHOOL TRANSFERS	0	50,355	90	3	97	1	9	16
	1	6,963	74	3	94	11	15	34
	2 or more	588	62	3	85	9	24	57
STRATA	Mpls/St. Paul	4,986	66	3	92	22	11	56
	TC Suburbs	23,303	90	3	97	1	10	9
	Outstate 2000+	15,025	89	3	96	1	10	17
	Outstate 2000-	15,458	89	3	97	0+	10	23
PUBLIC SCHOOLS	Non-charter	58,696	88	3	96	3	10	19
	Charter	76	72	3	88	0+	14	47

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).

Table B.24

2000 Grade 10: *Minnesota Comprehensive Assessment* Results in Writing for all Public School Students Tested except those in Special Education

		Number Tested	% Meeting Minimum Standard	Mean Scale Score	% Enr. Students Tested	% LEP Students Tested	% New Students Tested	% F/R Students Tested
TOTAL		57,081	91	3	97	3	7	18
GENDER	Female	29,291	94	3	97	3	7	19
	Male	27,737	87	3	97	3	7	18
ETHNICITY	Asian	2,723	72	3	95	39	11	57
	Black	2,339	59	3	88	13	23	62
	Hispanic	1,088	68	3	90	28	17	52
	Am. Indian	794	79	3	88	0+	17	54
	White	49,605	94	3	98	0+	6	13
LEP		1,773	41	2	87	--	20	83
NEW TO DISTRICT		4,085	77	3	88	9	--	35
F/R LUNCH		10,441	77	3	93	14	14	--
ATTENDANCE RATE	95 - 100%	35,550	93	3	99	3	3	14
	90 - 94%	12,635	91	3	97	2	5	19
	0 - 89%	5,936	82	3	90	5	14	36
MIDYEAR SCHOOL TRANSFERS	0	47,087	94	3	98	1	3	15
	1	6,933	79	3	94	12	14	34
	2 or more	683	72	3	88	8	34	52
STRATA	Mpls/St. Paul	5,038	69	3	92	25	12	54
	TC Suburbs	22,777	93	3	97	1	8	9
	Outstate 2000+	14,328	92	3	96	2	6	16
	Outstate 2000-	14,938	93	3	98	1	7	23
PUBLIC SCHOOLS	Non-charter	56,827	91	3	97	3	7	18
	Charter	254	72	3	90	0+	79	49

Note: LEP=limited English proficiency; Special Ed=Special Education; F/R Lunch=eligible for free or reduced-price lunch; New to District=Enrolled since 1/1/99; Midyear transfers=the number of times a student transfers into a new school (does not include transfers out).